DOCUMENT RESUME

ED 146 740 EC 102 861

TITLE	Mentally Retarded--Programs: 1977 Topical Bibliography.
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SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	77
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AVAILABLE FROM	The Council for Exceptional Children, ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Drive, Reston, Virginia 22091 ($4.00, No. 711)
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DESCRIPTORS	Annotated Bibliographies; Custodial Mentally Handicapped; Downs Syndrome; Educable Mentally Handicapped; Elementary Secondary Education; *Mentally Handicapped; *Program Descriptions; Program Development; Program Effectiveness; *Programs; Trainable Mentally Handicapped

ABSTRACT

The annotated bibliography contains approximately 90 citations (1974-1976) on programs for the mentally retarded. The information is explained to have been collected from volume eight of Exceptional Child Education Resources. Arranged by accession number, entries usually include information on author, title, source, date, pagination, availability (including ERIC-Educational Resources Information Center-document number when appropriate), and a brief abstract. (CL)

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Mentally Retarded—Programs

1977 Topical Bibliography

CEC Information Services and Publications
An ERIC Clearinghouse
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Exceptional Child Education Resources
Topical Bibliography Series, No. 711

EC102861

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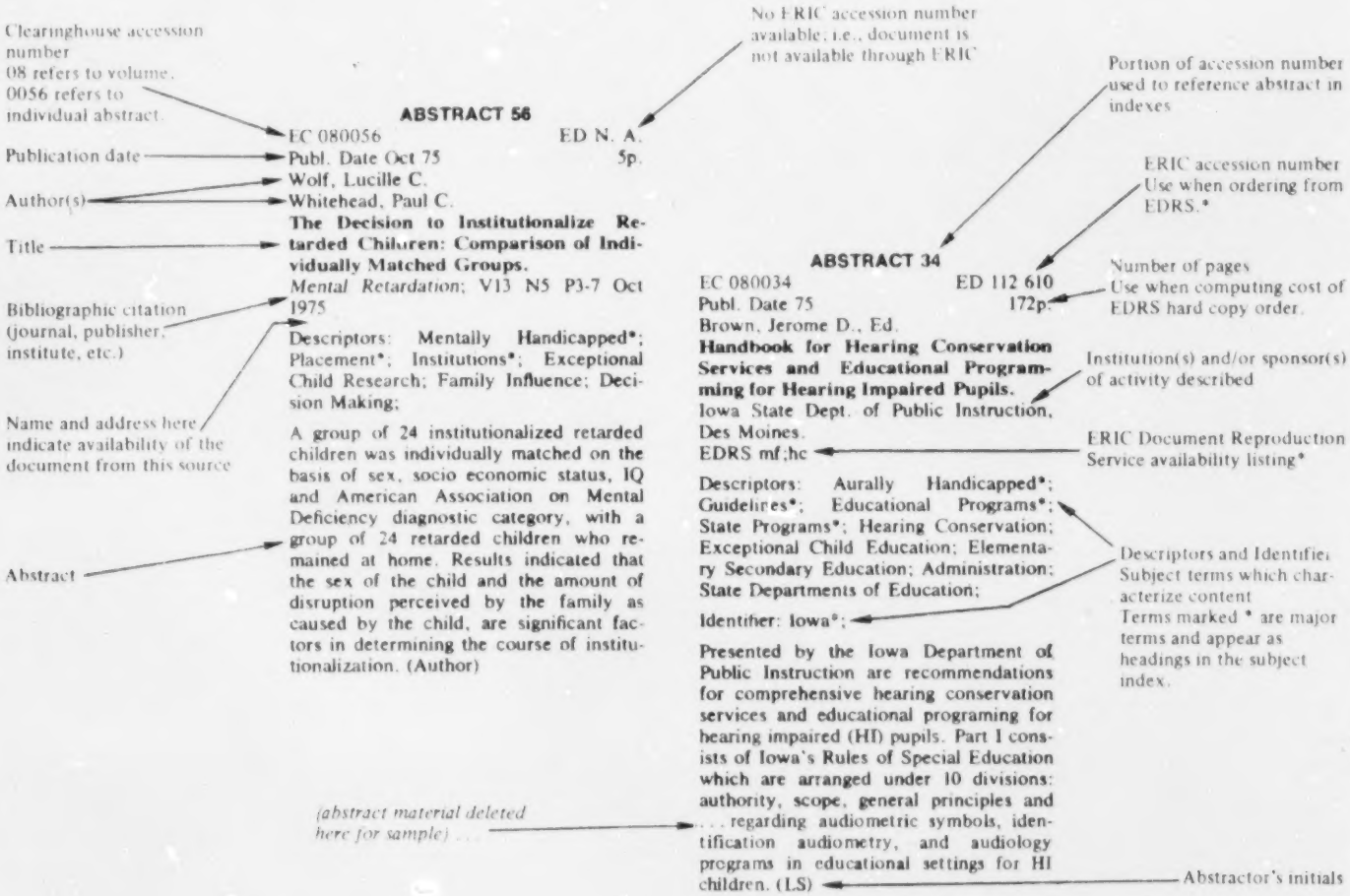
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08 refers to volume.
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ABSTRACT 56
EC 080056
ED N. A.
Publ. Date Oct 75
5p.
Publication date
Wolf, Lucille C.
Author(s)
Whitehead, Paul C.
The Decision to Institutionalize Retarded Children: Comparison of Individually Matched Groups.
Title
ERIC accession number
Use when ordering from EDRS.*
Mental Retardation; V13 N5 P3-7 Oct 1975
Bibliographic citation (journal, publisher, institute, etc.)
Descriptors: Mentally Handicapped*; Placement*; Institutions*; Exceptional Child Research; Family Influence; Decision Making;
Name and address here indicate availability of the document from this source
A group of 24 institutionalized retarded children was individually matched on the basis of sex, socio economic status, IQ and American Association on Mental Deficiency diagnostic category, with a group of 24 retarded children who remained at home. Results indicated that the sex of the child and the amount of disruption perceived by the family as caused by the child, are significant factors in determining the course of institutionalization. (Author)
Abstract
ABSTRACT 34
EC 080034
ED 112 610
Number of pages
Use when computing cost of EDRS hard copy order.
Publ. Date 75
172p.
Brown, Jerome D., Ed.
Handbook for Hearing Conservation Services and Educational Programming for Hearing Impaired Pupils.
Institution(s) and/or sponsor(s) of activity described
Iowa State Dept. of Public Instruction, Des Moines.
EDRS mf;hc
ERIC Document Reproduction Service availability listing*
Descriptors: Aurally Handicapped*; Guidelines*; Educational Programs*; State Programs*; Hearing Conservation; Exceptional Child Education; Elementary Secondary Education; Administration; State Departments of Education;
Descriptors and Identifiers
Subject terms which characterize content
Terms marked * are major terms and appear as headings in the subject index.
Identifier: Iowa*;
Presented by the Iowa Department of Public Instruction are recommendations for comprehensive hearing conservation services and educational programing for hearing impaired (HI) pupils. Part I consists of Iowa's Rules of Special Education which are arranged under 10 divisions: authority, scope, general principles and
(abstract material deleted here for sample) ...
... regarding audiometric symbols, identification audiometry, and audiology programs in educational settings for HI children. (LS)
Abstractor's initials

CEC Information Services Journal Collection

The CEC Information Services regularly receives more than 200 journals which are examined for material concerning exceptional children. Articles judged to meet established criteria are abstracted, indexed and published in *Exceptional Child Education Resources (ECER)*. Some of these articles are indexed and submitted also for announcement in *Current Index to Journals in Education (CIJE)*, an Educational Resources Information Center (ERIC) publication. The following list (current April 1977) is *representative* of journals currently received.

AAESPH Review, American Association for the Severely/Profoundly Handicapped, P.O. Box 15287, Seattle WA 98115

*__Academic Therapy__, 1539 Fourth Street, San Rafael, California 94901

Adolescence, PO Box 165, 391 Willets Road, Roslyn Heights, New York 11577

*__American Annals of the Deaf__, 5034 Wiscon-
**sin Avenue NW, Washington DC 20016

American Education, 400 Maryland Avenue SW, Washington DC 20202

American Educational Research Journal, 1126 16th Street NW, Washington DC 20036

American Journal of Art Therapy, 6010 Broad Branch Road, Washington DC 20015

American Journal of Community Psychology, Plenum Publishing Co., 227 W. 17th St., New York NY 10011

**__American Journal of Diseases of Children__, 535 North Dearborn Street, Chicago, Illinois 60610

*__American Journal of Mental Deficiency__, 49
**Sheridan Avenue, Albany, New York 12210

American Journal of Nursing, 10 Columbus Circle, New York, New York 10019

**__American Journal of Occupational Therapy__, 6000 Executive Boulevard, Suite 200, Rockville, Maryland 20852

*__American Journal of Orthopsychiatry__, 1790
**Broadway, New York, New York 10019

Archives of Otolaryngology, 535 North Dearborn Street, Chicago, Illinois 60610

Arithmetic Teacher, 1906 Association Dr. Reston VA 22091

Art Psychotherapy, Pergamon Press, Maxwell House, Fairview Park, Elmsford NY 10523

ASHA, American Speech and Hearing Association Journal, 9030 Old Georgetown Road, Washington DC 20014

Assignment Children, UNICEF, 7 Rue Eugene Delacroux, 75016, Paris, France

Audecibel, 24261 Grand River Avenue, Detroit, Michigan 48219

Audiology & Hearing Education, 15300 Ventura Boulevard, Suite 301, Sherman Oaks CA 91403

Australian Citizen Limited, Box 91, Brighton 5048, South Australia

*__Australian Journal of Mental Retardation__,
**P.O. Box 255, Carlton, South Victoria 3053, Australia

AVISO, Newark State College, Union, New Jersey 07083

**__Behavior Therapy__, 111 Fifth Avenue, New York, New York 10003

Behavior Today, Ziff-Davis Publishing Co., 1156 15th Street NW, Washington DC 20036

Behavioral Disorders, Council for Children with Behavior Disorders, Indiana University, Bloomington, Indiana 47401

British Journal of Disorders of Communication, 4345 Annandale Street, Edinburgh EH7 4AE, Scotland

British Journal of Mental Subnormality, Monyhull Hospital, King's Heath, Birmingham B30 3QB, England

British Journal of Physical Education, 10 Nottingham Place, London W1M 4 AX, England

Bulletin of the Orton Society, 8415 Bellona Lane, Suite 204, Towson, Maryland 20402

Bulletin of Prosthetics Research, US Government Printing Office, Washington DC 20402

*__Bureau Memorandum__, 126 Langdon Street, Madison, Wisconsin 53702

CSMR Bulletin, 345 Campus Towers, Edmonton, Alberta, Canada

Canada's Mental Health, Information Canada, Ottawa K1A 0S9, Canada

CEDR Quarterly, Phi Delta Kappa, PO Box 789, Bloomington, Indiana 47401

Child Care Quarterly, 2852 Broadway, Morningside Heights, New York 10025

Child Development, 5750 Ellis Avenue, Chicago, Illinois 60637

**__Child Psychiatry & Human Development__, 2852 Broadway, Morningside Heights, New York 10025

Child Welfare, 67 Irving Place, New York, New York 10003

Childhood Education, 3615 Wisconsin Avenue NW, Washington DC 20016

Children Today, US Government Printing Office, Washington DC 20402

Children's House, Box 111, Caldwell, New Jersey 07006

Colorado Journal of Educational Research, University of Northern Colorado, Greeley, Colorado 80631

Compact, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203

Day Care & Early Education, 2852 Broadway, New York, New York 10025

Deaf American, 5125 Radnor Road, Indianapolis, Indiana 46226

Deficience Mentale/Mental Retardation, York University, 4700 Keele Street, Downsview, Ontario M3J 1P3, Canada

Developmental Medicine and Child Neurology, Spastic International Medical Publications, 20-22 Mortimer Street, London W1N 7RD, England

Devereux Forum, 19 South Waterloo Road, Devon, Pennsylvania 19333

DSH Abstracts, Gallaudet College, Washington, DC 20002

Dyslexia Review, The Dyslexia Institute, 133 Gresham Road, Staines, TW18 2AJ, England

Early Years, Allen Raymond Inc., P.O. Box 1223, Darien CT 06820

Early Years Parent, Allen Raymond Inc., P.O. Box 1223, Darien CT 06820

*__Education and Training of the Mentally
**Retarded__, 1920 Association Drive, Reston, Virginia 22091

Education Digest, PO Box 623, 416 Longshore Drive, Ann Arbor, Michigan 48107

*__Education of the Visually Handicapped__, 919 Walnut St., Fourth Floor, Philadelphia, Pennsylvania 19107

Educational & Psychological Measurement, Box 6907, College Station, Durham, North Carolina 27708

Educational Forum, 343 Armory Building, University of Illinois, Champaign, Illinois 61820

Educational Horizons, 2000 East 8th Street, Bloomington, Indiana 47401

Educational Leadership, 1201 16th Street NW, Washington DC 20036

Educational Researcher, 1126 16th Street NW, Washington DC 20036

Educational Technology, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632

Elementary School Journal, 5801 Ellis Avenue, Chicago, Illinois 60637

English Journal, 1111 Kenyon Road, Urbana, Illinois 61801

Exceptional Child (formerly **Slow Learning Child**), Serials Section, Main Library, University of Queensland, St. Lucia, Brisbane 4067, Australia

*__Exceptional Children__, 1920 Association
**Drive, Reston, Virginia 22091

*__Exceptional Parent__, 264 Beacon Street, Boston, Massachusetts 02116

Family Involvement, Canadian Education Programs, 41 Madison Avenue, Toronto, Ontario M5R 2S2, Canada

Focus on Exceptional Children, 6635 East Villanova Place, Denver, Colorado 80222

*__Gifted Child Quarterly__, 8080 Springvalley Drive, Cincinnati, Ohio 45236

Harvard Educational Review, Longfellow Hall, 13 Appian Way, Cambridge MA 02138

Health Education (formerly **School Health Review**), American Alliance for Health, Physical Education, and Recreation, 1201 16th St., NW, Washington DC 20036

Hearing, 105 Gower Street, London WC1H 6AH, England

*__Hearing & Speech Action__, 814 Thayer Avenue, Silver Spring, Maryland 20910

Hearing Rehabilitation Quarterly, New York League for the Hard of Hearing, 71 W. 23rd Street, New York, New York 10010

Human Behavior, PO Box 2810, Boulder, Colorado 80302

Humanist, 923 Kensington Ave., Buffalo, New York 14215

Illinois Schools Journal, 6800 South Stewart Avenue, Chicago, Illinois 60621

Indiana Speech & Hearing Journal, Ball State University, Muncie, Indiana 47306

Instructor, PO Box 6099, Duluth, Minnesota 55806

Inter-Clinic Information Bulletin, 317 East 34th Street, New York, New York 10016

International Child Welfare Review, 1 Rue De Varembe, 1211 Geneva 20, Switzerland

International Journal of Child Psychiatry, Verlag 10, Basel 13, Switzerland

*journals monitored for CIJE

**copyrighted journals for which ECER has been granted permission to use author abstracts

International Rehabilitation Review, 219 East 44th Street, New York, New York 10017

Involvement, PO Box 460, Oak Ridges, Ontario, Canada

Journal for Special Educators of the Mentally Retarded, 171, Center Conway, New Hampshire 03813

*Journal of Abnormal Child Psychology, **Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011

**Journal of Abnormal Psychology, 1200 17th Street NW, Washington DC 20036

*Journal of Applied Behavior Analysis, Uni**versity of Kansas, Lawrence, Kansas 66044

Journal of Applied Rehabilitation Counseling, 1522 K Street NW, Washington DC 20005

Journal of Association for Study of Perception, PO Box 744, De Kalb, Illinois 60115

*Journal of Autism & Childhood Schizophre-**nia, Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011

Journal of Child Psychology & Psychiatry, Pergamon Press, Elmsford, New York 10523

Journal of Clinical Child Psychology, 111 South Meramec Avenue, No. 208, St. Louis, Missouri 63105

Journal of Communication Disorders, American Elsevier Publishing Co., 52 Vanderbilt Avenue, New York, New York 10014

Journal of Community Health, Human Sciences Press, 72 Fifth Avenue, New York, New York 10014

**Journal of Consulting & Clinical Psychology, 1200 17th Street NW, Washington DC 20036

Journal of Creative Behavior, 1300 Elmwood Avenue, Buffalo, New York 14222

Journal of Developmental Disabilities, PO Box 8470, Gentilly Station, New Orleans, Louisiana 70182

Journal of Education, Department of Education, Halifax, Nova Scotia

**Journal of Educational Psychology, 1200 17th Street NW, Washington DC 20036

Journal of Educational Research, Box 1605, Madison, Wisconsin 53701

Journal of General Education, 215 Wagner Building, University Park, Pennsylvania 16802

*Journal of Learning Disabilities, 101 E. **Ontario St., Chicago IL 60611

Journal of Marriage & the Family, 1219 University Avenue SE, Minneapolis, Minnesota 55414

*Journal of Mental Deficiency Research, Pembridge Hall, 17 Pembridge Sq., London W2 4EP, England

Journal of Music Therapy, Box 610, Lawrence, Kansas 66044

Journal of Negro Education, Howard University, Washington DC 20001

**Journal of Nervous & Mental Disease, 428 East Preston Street, Baltimore, Maryland 21201

*Journal of Pediatrics, 11830 Westline Industrial Drive, St. Louis, Missouri 63141

**Journal of Personality Assessment, 1070 East Angeleno Avenue, Burbank, California 91501

Journal of Reading, 6 Tyre Avenue, Newark, Delaware 19711

Journal of Rehabilitation, 1522 K Street NW, Washington DC 20005

Journal of Rehabilitation of the Deaf, 814 Thayer Avenue, Silver Spring, Maryland 20910

Journal of School Health, American School Health Association, Kent, Ohio 44240

**Journal of School Psychology, 51 Riverside Avenue, Westport, Connecticut 06880

*Journal of Special Education, Grune and **Stratton, 111 Fifth Avenue, New York, New York 10003

*Journal of Speech & Hearing Disorders, 9030 Old Georgetown Road, Washington, DC 20014

*Journal of Speech & Hearing Research, **9030 Old Georgetown Road, Washington DC 20014

Journal of Teacher Education, One Dupont Circle, Washington DC 20036

*Journal of Visual Impairment and Blindness (formerly **New Outlook for the Blind**), American Foundation for the Blind, 15 W. 16 St., New York NY 10011

*Language Speech & Hearing Services in Schools, 9030 Old Georgetown Road, Washington DC 20014

Lantern, Perkins School for the Blind, Watertown, Massachusetts 02172

Learning, 530 University Avenue, Palo Alto, California 94301

Mathematics Teacher, 1906 Association Drive, Reston, Virginia 22091

*Mental Retardation, 5201 Connecticut Ave-**nue NW, Washington DC 20015

Merrill Palmer Quarterly, 71 East Ferry Avenue, Detroit, Michigan 48202

Momentum, 350, One Dupont Circle, Washington DC 20036

Music Educators Journal, 1902 Association Drive, Reston, Virginia 22091

NASSP Bulletin, 1904 Association Drive, Reston, Virginia 22091

National Elementary Principal, 1801 North Moore Street, Arlington, Virginia 22209

The New Beacon, 224 Great Portland Street, London W1N 6AA, England

Notre Dame Journal of Education, PO Box 686, Notre Dame, Indiana 46556

Nursing Outlook, 10 Columbus Circle, New York, New York 10019

Optometric Weekly, 5 North Wabash Avenue, Chicago, Illinois 60602

Parent Communication, 2190 N. Woodward Ave., Bloomfield Hills MI 48013

Parents Voice, Journal of the National Society of Mentally Handicapped Children, Pembridge Square, London W2 4EP, England

Peabody Journal of Education, George Peabody College for Teachers, Nashville, Tennessee 37203

Pediatric Clinics of North America, W.B. Saunders Co., W. Washington Sq., Philadelphia PA 19105

*Pediatrics, PO Box 1034 Evanston, Illinois **60204

Perceptual and Motor Skills, Box 1441, Missoula MT 59801

**Personnel & Guidance Journal, 1607 New Hampshire Avenue NW, Washington DC 20009

Phi Delta Kappan, 8th & Union Streets, Bloomington, Indiana 47401

**Physical Therapy, 1156 15th Street NW, Washington DC 20005

Pointer, PO Box 131, University Station, Syracuse, New York 13210

Psychology in the Schools, 4 Conant Square, Brandon, Vermont 05733

Psychology Today, PO Box 2990, Boulder, Colorado 80302

Quarterly Journal of Speech, Speech Communication Association, Statler Hilton Hotel, New York, New York 10001

**Reading Research Quarterly, 6 Tyre Avenue, Newark, Delaware 19711

Reading Teacher, 6 Tyre Avenue, Newark, Delaware 19711

Rehabilitation Digest, One Yonge Street, Suite 2110, Toronto, Ontario M5E 1E8, Canada

Rehabilitation Gazette, 4502 Maryland Avenue, St. Louis, Missouri 63108

*Rehabilitation Literature, 2023 West Ogden **Avenue, Chicago, Illinois 60612

Rehabilitation Teacher, 88 St. Stephen Street, Boston, Massachusetts 02115

Rehabilitation World, RI/USA, 20 W. 40th St., New York NY 10018

Remedial Education, 5 Notherlee Street, Glen Iris, Victoria 3146, Australia

Review of Educational Research, 1126 16th Street NW, Washington DC 20036

**Scandinavian Journal of Rehabilitation Medicine, Gamla Brogatan 26, Box 62, S-101 20 Stockholm 1, Sweden

Schizophrenia Bulletin, 5600 Fishers Lane, Rockville, Maryland 20852

School Media Quarterly, 1201-1205 Bluff Street, Fulton, Missouri 65251

Science and Children, National Science Teachers Association, 1201 16th St., NW, Washington DC 20036

*Sight Saving Review, 79 Madison Avenue, New York, New York 10016

Sign Language Studies, Linstock Press, 9306 Mintwood St., Silver Spring, Maryland 20901

**Social Work, 49 Sheridan Avenue, Albany, New York 12210

Southern Journal of Educational Research, Box 107, Southern Station, Hattiesburg, Mississippi 39401

Special Children, American Association of Special Educators, 107-20 125th Street, New York, New York 11419

*Special Education: Forward Trends, National Council for Special Education, 12 Hollycroft Avenue, London NW3 7QL, England

Special Education in Canada, Dave Muir, Subscriptions, 12 Doucett Pl., Scarborough, Ontario M1G 3M2, Canada

Teacher, 22 West Putnam Avenue, Greenwich, Connecticut 06830

Teacher of the Blind, Royal School for the Blind, Church Road North, Wavertree, Liverpool L15 6TQ, England

Teacher of the Deaf, 50 Topsham Road Exeter EX2 4NF, England

Teachers College Record, 525 West 120th Street, New York, New York 10027

**TEACHING Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

*Volta Review, 3417 Volta Place NW, Wash-**ington, DC 20007

Young Children, 1384 Connecticut Avenue NW, Washington, DC 20009

ABSTRACT 2995

EC 08 2995 ED N. A.
Publ. Date Spr/Sum76 5p.
Fristoe, Macalyne.
Language Intervention Systems: Programs Published in Kit Form.
Communication Disorders Department, State University College, 1300 Elmwood Avenue, Buffalo, NY 14222.
Journal of Childhood Communication Disorders; V8 N1 P49-54 Spr/Sum 1976

Descriptors: Mentally Handicapped;* Language Programs;* Catalogs;* Exceptional Child Education; National Surveys;

A national survey was undertaken to collect information on language programs in use with the retarded. Of the 229 programs identified, detailed information on 187 programs was published in a catalog titled "Language Intervention Systems for the Retarded" and information on 39 programs was presented in kit form. Program data were listed in the catalog under the following categories: target population, level of retardation, type of program, model to which program is related, emphasis, structure, baselines, users, setting, cost, and comments. (SBH)

ABSTRACT 2989

EC 08 2989 ED N. A.
Publ. Date 75 14p.
Gardner, James M.
Training Nonprofessionals in Behavior Modification.
Academic Press, Inc., 111 Fifth Ave., New York, NY 10003 ($28.50)
Chapter 27 in Travis Thompson and William S. Dockens, III (Eds.), Applications of Behavior Modification (Pages 469-482).

Descriptors: Exceptional Child Research; Mentally Handicapped;* Institutionalized Persons;* Behavior Change;* Operant Conditioning; Nonprofessional Personnel;* Attendants; Success Factors;* Program Evaluation; Staff Development;*

Summarized is research on the training of nonprofessional change agents who employ behavior modification techniques to facilitate adaptive behavior changes with mentally retarded persons in institutions. Studies are summarized in terms of the following factors: selection of nonprofessional behavior modifiers, experience of employees, personality influences, socioeconomic status, varieties of training programs, supervision models, and ethical issues. (DB)

ABSTRACT 2988

EC 08 2988 ED N. A.
Publ. Date 75 20p.
Martin, Garry L.
Lowther, Glen H.
Kin Kare: A Community Residence for Graduates of an Operant Program for Severe and Profound Retardates in a Large Institution.
Academic Press, Inc., 111 Fifth Ave., New York, NY 10003 ($28.50)
Chapter 18 in Travis Thompson and William S. Dockens, III (Eds.), Applications of Behavior Modification (Pages 325-344).

Descriptors: Exceptional Child Education; Mentally Handicapped; Custodial Mentally Handicapped; Residential Programs; Institutionalized (Persons); Behavior Change; Operant Conditioning; Community Resources;

Identifiers: Deinstitutionalization;* Group Homes;*

Described is a behavior modification program provided 30 severely and profoundly institutionalized retarded girls of whom six (all under 15 years of age) were later able to enter a community residence. Stressed are the skills developed in the institution (such as self care, instruction-following, and social skills) prior to integration into the community based group home. Noted are the close contact maintained between the group home and the institution (including common staff members) and preparation of the community in the neighborhood of the group home. Charts are given detailing positive and negative behaviors changed during the program for each of the six girls. (DB)

ABSTRACT 2973

EC 08 2973 ED N. A.
Publ. Date May 75 241p.
Turner, Suzanne.
McAvoy, Nancy Clark.
Community Living for Ohio's Developmentally Disabled Citizens; Volume II: Technical Assistance Manual.
Charles E. Kunkel, Technical Consultant, Residential Services, Developmental Disabilities Resources, Inc., 2238 South Hamilton Rd. Columbus, OH 43227 ($8.04)

Descriptors: Exceptional Child Education; Mentally Handicapped;* Manuals; Community Programs;* Residential Programs;* Foster Homes; Group Living; Program Planning;* Program Development;* Technical Assistance;* Organizational Development; Insurance Programs; Financial Support; Zoning; Certification; Personnel Policy; Staff Improvement; Admission Criteria; Program Evaluation;

Identifiers: Developmental Disabilities;* Ohio;*

Presented is a technical assistance manual designed to enable agencies and/or individuals, at the local level, to plan, develop, and operate a continuum of residential alternatives such as foster family and group homes for developmentally disabled citizens in Ohio. Ten color coded chapters cover the following areas (sample subtopics are in parentheses): organizational development (development of constitution and by laws, philosophy of residential services, and considerations for establishing a residential program); insurance (health insurance, life insurance, and liability); exploration of financial resources (guidelines for pursuing funds, establishing budgetary items and approximate costs, and financial resources for the development and operation of a residential unit); zoning (background of problem and alternate solutions); licensing (state approvals, certifications, and licensure); personnel policies (staff interview procedures, staff job descriptions, and utilization of volunteers/personal advocates); staff development (suggested areas of staff development); admission policies and procedures (respite care, disciplinary procedures, and resident waiting list/rejection procedure); resident programing (individual treatment plans, supportive services, and program format); and program evaluation. Provided for most chapters are samples that include an articles of incorporation form, a volunteer/advocate application, a medical examination report, and a behavioral assessment checklist. (SBH)

ABSTRACT 2949

EC 08 2949 ED 122 571
Publ. Date Apr 76 48p.
Richmond, Lee Joyce.
Single Step Program: Recruitment and Training of Handicapped Adults. Final Report.
Maryland State Dept. of Education, Baltimore. Div. Of Vocational-Technical Education.
Dundalk Community College, Berea, KY.
EDRS mf;hc
Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Descriptors: Exceptional Child Education; Physically Handicapped;* Emotionally Disturbed;* Mentally Handicapped;* Junior Colleges;* Prevocational Education; Program Descriptions;* Program Effectiveness;

A pilot program at Dundalk Community College (Kentucky) has served a total of 109 physically handicapped, emotionally disturbed, or mentally retarded unemployed adults. The program consists of 15 weeks of guidance, counseling, testing, and training in basic job skills. Seventy-three percent of participating students have been subsequently employed or entered into further career training programs. (Data is provided on student characteristics, test scores, employment, and program evaluation.) (Author/DB)

ABSTRACT 2909

EC 08 2909 ED 122 531
Publ. Date Apr 76 8p.
Cloninger, Leonard
Our Work-Study Product: Does It Stand Up?
EDRS mf;hc
Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Descriptors: Exceptional Child Research; Mentally Handicapped;* Secondary Education; Work Study Programs;* Program Evaluation;* Followup Studies; State Surveys; Employment; Literature Reviews;

Attempted was an evaluation of work study programs for mentally retarded (MR) students through a followup of work study graduates, a survey of state departments of education, and a review of the literature. Inadequate return of a graduate rating scale, difficulty in obtaining student records, and few and inadequate answers to the state survey resulted in aborting the study. Past studies were surveyed with such findings as a higher success rate for MR graduates of work study programs than MR graduates of other secondary programs. Appended are the list of items used to rate graduates, a summary of studies reporting unemployment of the retarded, a chart of minimum wage rates from 1967 to 1978 (projected), a summary of studies reporting wages earned, a summary of the success percentage of MR graduates, and a chart of the percentage of employment from closure to followup. (DB)

ABSTRACT 2907

EC 08 2907 ED 122 529
Publ. Date Apr 76 7p.
Corcoran, Eileen L.
French, Ronald W.
The Retarded Adult in the Community--An Action Program.
EDRS mf;hc
Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Descriptors: Exceptional Child Services; Mentally Handicapped;* Post Secondary Education;* Adults;* Community Role;* Program Descriptions; Leisure Time;* Community Attitudes;

A program at the State University of New York in Brockport has provided leisure time skill instruction to 45 retarded adults living in the community. As state funding of transportation services terminated, community groups expressed their increased awareness of problems facing the handicapped by agreeing to assume costs. (CL)

ABSTRACT 2788

EC 08 2788 ED N. A.
Publ. Date Jun 75 7p.
Gunzburg, Walter H.
The Contribution of Young Volunteers to the Rehabilitation of the Mentally Retarded.
Research Exchange and Practice in Mental Retardation (REAP); V1 N4 P233-239 Jun 75

Descriptors: Mentally Handicapped;* Community Involvement; Program Descriptions;* Rehabilitation Programs; Student Volunteers;* Foreign Countries; Great Britain;*

A group of British students (14 to 18-years-old) contribute to the rehabilitation of mentally retarded persons in their community as volunteer workers. They are involved in teaching self help and social skills, teaching occupational and manual skills, and providing a leisure activities program. Some lessons have been learned, such as the need for a clearly defined role for the volunteer and a structured program with clearly defined objectives. (IM)

ABSTRACT 2785

EC 08 2785 ED N. A.
Publ. Date Jun 75 11p.
Whelan, Edward.
Tomlinson, Eileen.
Further Education and Preparation for Adult Life.
Research Exchange and Practice in Mental Retardation (REAP); V1 N4 P205-215 Jun 75

Descriptors: Mentally Handicapped;* Young Adults; Special Schools;* Needs Assessment; Foreign Countries; Employment Programs; Vocational Training Centers;* Sheltered Workshops; Surveys;

Identifiers: Great Britain;*

The role of the school for the educationally subnormal and the adult training center (ATC) in the further education and vocational preparation of mentally handicapped young adults in Great Britain was examined. Survey results indicated a lack of serious attempts to prepare special school students for work. Particular needs were found at the ATCs with regard to career education and counseling, vocational and work skills training, further education in nonvocational areas, increasing employment opportunities, and coordination of resources. (This article represents part of a symposium on work and social training for the mentally handicapped. For related documents, see EC 08 2782, EC 08 2783, and 08 2784.) (IM)

ABSTRACT 2784

EC 08 2784 ED N. A.
Publ. Date Jun 75 8p.
van Bloemendaal, Jaap.
Nemeth, Sandor.
The Dutch Social Employment System: Intentions and Practice.
Research Exchange and Practice in Mental Retardation (REAP); V1 N4 P197-204 Jun 75

Descriptors: Handicapped; Mentally Handicapped;* Adults; Sheltered Workshops;* Employment Programs; Vocational Rehabilitation; Program Evaluation;* Foreign Countries;

Identifiers: Netherlands;*

Sheltered workshops in the Netherlands employ approximately 54,000 handicapped adults, of whom 16,000 are mentally retarded. In addition to employment, social education activities are offered to all the workers, and those under 27 years of age also take courses in vocational rehabilitation. Data analysis indicates that the goal of employment for the handicapped is being met, but that of reemployment in the open market is not being met for retarded persons. (This article represents part of a symposium on work and social training for the mentally handicapped. For related documents, see EC 08 2782, EC 08 2783, and EC 08 2785.) (IM)

ABSTRACT 2782

EC 08 2782 ED N. A.
Publ. Date Jun 75 12p.
Ericsson, Kent.
Day Activty Centers: On the Way to Independence.
Research Exchange and Practice in Mental Retardation (REAP); V1 N4 P173-184 Jun 75

Descriptors: Mentally Handicapped;* Adults; Program Evaluation;* Community Programs; Foreign Countries; Daytime Programs; Vocational Development; Neighborhood Centers;* Job Training;*

Identifiers: Sweden;

Evaluated were 11 day activity centers in Sweden, providing occupational activity for 369 mentally retarded adults. Emphasized were the following five areas: physical integration, functional integration, variety of activities, methods of work, and organizational forms. Observations, interviews, and answers to questionnaires revealed large variations between the centers, which were grouped into three categories based on the degree of accomplishment of such goals as individual training and personal development. (This article represents part of a symposium on work and social training for the mentally handicapped. For related documents see EC 08 2783, EC 08 2784, and EC 08 2785.) (IM)

ABSTRACT 2756

EC 08 2756 ED N. A.
Publ. Date Jan76 44p.
Skarnulis, Ed.
Less Restrictive Alternatives in Residential Services.
American Association for the Education of the Severely/Profoundly Handicapped Review; V1 N3 P41-84 Jan 76

Descriptors: Exceptional Child Education; Mentally Handicapped;* Residential Programs;* Normalization (Handicapped),* State Programs; Regional Programs; Family Role;* Delivery Systems;*

Identifiers: Nebraska; Group Homes;*

Described is the development of a model to provide a range of less restrictive alternatives in residential services for mentally handicapped persons in Nebraska. Noted are early adherence to the principle of normalization and regional administration of a variety of group homes including developmental homes (long term single child foster homes), coresident apartments, and adult residences. Costs for the various alternatives are compared. Explained is the provision of in-home services (such as a baby sitting service or time saving appliances) to families to allow the handicapped person to remain in his own home. Alternative living units are seen to provide a needed flexibility in the provision of residential services. Appended is a "contract" questionnare for cooperative programing between houseparents and natural parents. (DB))

ABSTRACT 2703

EC 08 2703 ED N. A.
Publ. Date Jul 76 4p.
Steele, Richard L.
Humanistic Psychology and Rehabilitation Programs in Mental Hospitals.
American Journal of Occupational Therapy; V30 N6 P358-361 Jul 76

Descriptors: Emotionally Disturbed;*

Mentally Handicapped;* Rehabilitation Programs;* Employment; Sheltered Workshops; Job Placement; Vocational Rehabilitation;* Program Evaluation; Individual Needs; Humanism;*

A humanistic growth oriented theory, specifically Maslow's need satisfaction theory, is used as a basis for examining the contributions work and employment make toward rehabilitation of the state mental hospital patient. Research literature reviewed indicates that if the rehabilitation program is to be viable and optimally effective, satisfying the belongingness and esteem needs of the patient is important. Research stresses the therapeutic benefit of work, as well as raising the issue of workshops inhibiting independence and fostering dependence. Modifications of rehabilitation programs have resulted in reports of increased program effectiveness. Fundamental features of these alternative or ancillary programs are (1) a definite structure that allows various levels of advancement; (2) group participation; (3) patient initiative; (4) an orientation that reflects the competitive nature of employment; and (5) early community involvement. The importance of evaluating each client's needs and planning for growth before his/her job placement is considered vital to the program and to the individual. (Author)

ABSTRACT 2678

EC 08 2678 ED N. A.
Publ. Date Sum 76 9p.
Thompson, Robert J., Jr.
And Others.
A Model Interdisciplinary Diagnostic and Treatment Nursery.
Child Psychiatry and Human Development; V6 N4 P224-232 Sum 76

Descriptors: Exceptional Child Education; Mentally Handicapped;* Preschool Education; Interdisciplinary Approach;* Educational Diagnosis;* Therapy; Program Descriptions; Educational Programs;* Parent Role; Parent School Relationship;*

Identifiers: Developmental Disabilities;*

Described is a model interdisciplinary diagnostic and treatment nursery program for serving up to 10 preschool developmentally disabled or mentally handicapped children at a given time. It is explained that major program components are the parent professional partnership and the objective specification of problems, treatment plan, and treatment methods for each youngster, by the interdisciplinary team. The concept of efficiency index is used to document and compare program effectiveness for four treatment cases, one of which is presented in detail. It is stressed that children who made the greatest gains had the highest degree of parent involvement. (Author/DB)

ABSTRACT 2646

EC 08 2646 ED N. A.
Publ. Date Jun 76 4p.
Flanigan, James.
Establishing a Community Residence: Practical Guidelines.
Exceptional Parent; V6 N3 P10-13 Jun 1976

Descriptors: Mentally Handicapped;* Group Living;* Community Programs;* Exceptional Child Education; Adults; Guidelines; Normalization (Handicapped);

Intended for parents and volunteers, the article offers guidelines for establishing a community residence for mentally retarded adults. Steps in developing a community residence are noted to include identifying potential residents, establishing contact with the appropriate government officials, finding a house, and gaining acceptance in the neighborhood. (SB)

ABSTRACT 2608

EC 08 2608 ED 121 031
Publ. Date 76 42p.
Nathan, Raymond, Ed.
Mental Retardation: Trends in State Services.
President's Committee on Mental Retardation, Washington, D.C.
EDRS mf;hc
Superintendent of Documents, US Government Printing Office, Washington, D.C. 20402 (DHEW Number (OHD) 76-21014, $1.20)

Descriptors: Exceptional Child Research; Mentally Handicapped;* National Surveys;* Trend Analysis;* State Programs;* Administration; Regional Programs; Program Budgeting; Educational Trends; Federal Aid; Civil Liberties; Delivery Systems;

To identify trends in state and local programs for retarded persons, the 51 state mental retardation coordinators were surveyed. Through telephone interviews information was obtained on the following topics: organization of state services, regional and local service patterns, the role of the private sector, budgetary trends, program trends, the impact of federal assistance, and the effects of recent legal rights developments. Among major findings were that 29 states, plus the District of Columbia, have made major realignments in state mental retardation services over the past 5 years; that almost all states were implementing some form of regional or county based service delivery system; that 20 respondents reported the area of community services as the fastest growing segment of their budget; and that 38 state coordinators ranked Medicaid and social services as the most important sources of federal revenue. (LS)

ABSTRACT 2329

EC 08 2329 ED N. A.
Publ. Date Apr 76 3p.
Means, J. C.
Rehabilitation Resources for the Retarded in the Rio Grande Valley.
Education and Training of the Mentally Retarded; V11 N2 P156-158 Apr 1976

Descriptors: Mentally Handicapped;* Rehabilitation;* Program Descriptions;* Prevocational Education; Exceptional Child Education; Handicapped Children;

The author describes the rehabilitation program for potentially employable mentally handicapped individuals at the Rio Grande Rehabilitation Independent School District in Texas. Reasons are given to justify the existence of a special school district for the handicapped. Programs offered by the district are said to include training in food service, landscaping, and small engine repairs. (CL)

ABSTRACT 2322

EC 08 2322 ED N. A.
Publ. Date Apr 76 8p.
Sharpes, Donald K.
A Developmental Curriculum for the Mildly Retarded of Intermediate and High School Age.
Education and Training of the Mentally Retarded; V11 N2 P118-125 Apr 1976

Descriptors: Educable Mentally Handicapped;* Program Descriptions;* Work Study Programs;* Curriculum Development;* Exceptional Child Education; Secondary Education; Mentally Handicapped;

Goals and objectives are presented for a Fairfax County, Virginia public school work-study program for mildly retarded intermediate students. Specified for each of four general goals (including developing personal and social attitudes essential for successful living at home, in school, and in the community) and 15 objectives (such as identifying a cluster of skills that will help the student find a job, keep a job, and get promoted) are curriculum, instruction, personnel, and logistics factors. (CL)

ABSTRACT 2315

EC 08 2315 ED N. A.
Publ. Date Jun 76 5p.
Nelson, Rosemary O.
And Others.
The Effectiveness of Speech Training Techniques Based on Operant Conditioning: A Comparison of Two Methods.
Mental Retardation; V14 N3 P34-38 Jun 1976

Descriptors: Mongolism;* Operant Conditioning;* Program Effectiveness;* Expressive Language;* Exceptional Child Research; Mentally Handicapped; Early Childhood Education;

Four speech deficient mentally retarded children (3-5 years old) with Down's syndrome were taught imitative verbal responses by two methods based on operant conditioning principles. After pretesting on three lists of verbal stimuli, 2 Ss were trained on list A by I. Lovaas' method (using visual, auditory, and tactile prompts), given a midtest, trained on list B by R. Nelson and I. Evans' method (using visual, auditory, and kinesthetic cues), and given a posttest. List C was an untrained control list. The other 2 Ss underwent the same training in reverse order. Results indicated that the two methods were equally effective in producing increments in numbers of correct responses on their respective training lists of verbal stimuli, with the major difference being that the Nelson and Evans' method produced a lower variability in the number of training trials required to meet criterion. (Author/CL)

ABSTRACT 2309

EC 08 2309 ED N. A.
Publ. Date Jun 76 3p.
Sluyter, Gary V.
The Unit Management System: Anatomy of Structural Change.
Mental Retardation; V14 N3 P14-16 Jun 1976

Descriptors: Mentally Handicapped;* Residential Programs;* Administration;* Management Systems;* Exceptional Child Services; Institutional Administration;

Identifiers: Unit Management System;*

The unit management system in residential facilities for the mentally retarded is discussed in terms of positive aspects (facility size reduction, interdisciplinary team development, and resource focusing) and negative aspects (such as weakening of professional identity and increased competition and conflict). When contemplating major system revision, the administrator is advised to consider such strategies as securing the support of dominant departments and establishing unit manager positions. (CL)

ABSTRACT 2308

EC 08 2308 ED N. A.
Publ. Date Jun 76 2p.
Tomasulo, Daniel J.
An Economical Approach to the Development of a Training Program for Porters.
Mental Retardation; V14 N3 P12-13 Jun 1976

Descriptors: Mentally Handicapped;* Job Skills;* Program Descriptions;* Exceptional Child Education; Vocational Education; Financial Policy;

Described is a three phase program for teaching maintenance skills to mentally retarded individuals. By providing pictures for 15 lunchroom and six bathroom clean-up tasks, the program is explained to require minimum supervision time. (CL)

ABSTRACT 2301

EC 08 2301 ED N. A.
Publ. Date 76 92p.
O'Connor, Gail.
Home Is a Good Place: A National Perspective of Community Residential Facilities for Developmentally Disabled Persons.
American Association of Mental Deficiency, 5201 Connecticut Ave., NW, Washington, D. C. 20015 ($4.95)
AAMD Monograph No. 2

Descriptors: Exceptional Child Services; Mentally Handicapped;* Young Adults; Adults; Residential Programs;* Surveys;* Community Role;*

Identifiers: Community Residential Facilities; Developmental Disabilities;*

Surveyed were 105 community residential facilities (CRFS) serving 420 developmentally disabled residents. The study involved two phases: an identification of facilities through nomination procedures and mail survey, and in depth interviews with the managers of the 105 facilities comprising a stratified random sample. Among extensive findings were that: most CRFs were large older homes in residential areas, that 1/3 of facilities faced some community opposition, that transportation was the most needed community service, that most residents were between 17 and 34 years of age, that 80% of residents were estimated to have IQs of 40 or above, and that facility managers felt that four out of every ten residents would eventually be able to live independently in the community. (The author gives recommendations for CRFs in terms of development, comprehensive planning, staff, community services, accountability, and individualized developmental plans.) (DB)

ABSTRACT 2236

EC 08 2236 ED N. A.
Publ. Date Spr 76 7p.
Kysela, G.
And Others.
The Early Education Project: A Home and School Approach to the Early Education of Handicapped Children.
Mental Retardation Bulletin; V4 N1 P29-35 Spr 76

Descriptors: Exceptional Child Education; Mentally Handicapped; Mongolism;* Preschool Education; Infancy; Educational Programs;* Program Descriptions;* Parent Role;* Parent Education;* Language Development; Cognitive Development; Motor Development; Self Care Skills; Social Development; Program Evaluation;*

The Early Education Project for Down's syndrome children provides a home-based parent training program (for parents of children with ages from birth to 2 1/2 years), a toddler program (for 2- to 4-year-old children), and a preschool program (for children 4-6 years old). Training is designed to encourage optimum development in five areas: language development, cognitive development, motor development, self help skills, and socialization. The program's effectiveness is determined through an evaluation of children's developmental progression by means of behavioral records of performance, general developmental assessments made every 6 months, and an ongoing evaluation of the teaching and instructional procedures used by parents and teachers. The teaching strategy involving the use of physical guidance and prompting procedures provides a means of teaching each child skills and new concepts. (SB)

ABSTRACT 2179

EC 08 2179 ED N. A.
Publ. Date May 76 3p.
Nesbitt, Dana.
Mesa College for Living.
Programs for the Handicapped; P3-5 May 76

Descriptors: Exceptional Child Education; Mentally Handicapped;* Adults; Post Secondary Education;* Daily Living Skills; Self Care Skills; Program Descriptions;* Community Role;

Identifiers: Mesa College for Living;

Colorado's Mesa College for Living offers mentally retarded adults courses designed to increase community living skills and enhance self concept. Volunteer-taught courses focus on such skills as physical fitness, money management, public speaking, and leisure time use. (CL)

ABSTRACT 2096

EC 08 2096 ED N. A.
Publ. Date May 76 2p.
Sieffert, Allan.
And Others.
Parents Participate in Clinical Care of Retarded Children.
Social Work; V21 N3 P238-239 May 76

Descriptors: Exceptional Child Research; Mentally Handicapped;* Residential Programs; Student Evaluation;* Parent Role;* Attitudes;* Program Effectiveness;

A resource center for mentally retarded children developed a program which involves parent participation in clinical team meetings held twice a year to review the care of and to develop training programs for each child. After 2 years of the program, a survey of the parents' and staff's reactions were taken. Among findings were that the majority of the parents felt they had contributed to the meeting in some way; that parents found the benefits of participating in the meetings to be both cognitive and emotional; and that staff members agreed that parents' participation resulted in communication about complaints and misunderstandings and facilitated mutual appreciation. (SB)

ABSTRACT 1966

EC 08 1966 ED N. A.
Publ. Date Apr 76 7p.
Crosby, Kenneth G.
Essentials of Active Programming.
Mental Retardation; V14 N2 P3-9 Apr 1976

Descriptors: Mentally Handicapped;* Standards;* Accreditation (Institutions);* Institutions;* Residential Programs;* Exceptional Child Services;

Described are the requirements of active programing as stipulated by accreditation standards for residential and intermediate care facilities for the mentally retarded. Considered are such essentials as individualized developmental programing, normalized environments, training programs stating behavioral objectives and teaching methods, adaptive behavior assessment, interdisciplinary team approach, and continuous record keeping. (CL)

ABSTRACT 1911

EC 08 1911 ED N. A.
Publ. Date 76 71p.
Jensen, Linda R.
A Speech Therapy Program for Mentally Handicapped Children: A Step-by-Step Approach.
Interstate Printers and Publishers, Inc., Danville, IL 61382 ($8.25)

Descriptors: Exceptional Child Education; Mentally Handicapped;* Speech Therapy;* Teaching Guides;* Articulation (Speech); Communication Skills;*

Expressive Language; Records (Forms); Behavioral Objectives;

Presented is a step by step speech therapy program for mentally handicapped children. The program contains two phases: the basic articulation program and the higher level language program. Behavior goals and specific procedures are provided for the articulation program which begins with Level I for children with no imitative behaviors and ends with Level VI for children with unlimited spontaneous speech. Objectives of activities in the higher level language program are that the child can: make his wants known, communicate with others, use self expression for leisure activities, follow directions, take better care of himself, and interact in his social environment by using good manners. Also included in the program are: duplicating masters for eight recording forms, with instructions for using the forms; suggested word lists; suggestions for selecting a caseload; brief explanations of time out, reinforcement, and eye contact; and a sample program for teaching colors. (LS)

ABSTRACT 1825

EC 08 1825 ED N. A.
Publ. Date Feb 76 4p.
Hamilton, James L.
Mueller, Max W.
An Overview of BEH-Supported Research Projects in Mental Retardation.

Education and Training of the Mentally Retarded; V11 N1 P93-96 Feb 1976

Descriptors: Mentally Handicapped;* Federal Programs;* Program Descriptions;* Exceptional Child Education; Elementary Secondary Education; Directories;

Provided is an overview of 25 federally funded research projects in mental retardation, including nine student- initiated projects. Information includes project title, principal investigator, location, duration, and objective, while student projects are considered in terms of program title, faculty sponsor, student investigators, and location. (CL)

ABSTRACT 1813

EC 08 1813 ED N. A.
Publ. Date Feb 76 6p.
Nettlebeck, T.
Kirby, N. H.
Training the Mentally Handicapped to Sew.
Education and Training of the Mentally Retarded; V11 N1 P31-36 Feb 1976

Descriptors: Educable Mentally Handicapped;* Handicrafts;* Exceptional Child Research; Mentally Handicapped; Adults; Young Adults; Females; Program Effectiveness; Individualized Instruction;

Examined were the effects of an individualized sewing training program on the performance of 36 moderately and mildly mentally retarded women (16-38 years old). Training incorporated principles of error prevention, active participation, knowledge of results, and task analysis in five stages: introductory training, training on production items, full production in the training area, transfer from training to production, and retraining. Results indicated that the program was successful in producing a higher quality of work in a shorter time. (CL)

ABSTRACT 1796

EC 08 1796 ED N. A.
Publ. Date Ma/Ap76 4p.
Murphy, Ann.
And Others.
Meeting with Brothers and Sisters of Children with Down's Syndrome.
Children Today; V5 N2 P20-23 Mar/Apr 76

Descriptors: Exceptional Child Education; Mentally Handicapped; Mongolism;* Program Descriptions;* Group Discussion;* Siblings;* Family Role;

Informal discussion groups were held for siblings of Down's syndrome infants and children covering such topics as gross motor development, self help skill learning, and the implications of retarded intellectual functioning. Questionnaires completed by the siblings, who were grouped according to age, indicated that the program provided new information and opportunities to express their feelings. (CL)

ABSTRACT 1762

EC 08 1762 ED N. A.
Publ. Date Apr 76 4p.
Alson, Leila Bennett.
Swidler, Arleen G.
A Pilot Program for Language Development in the Educable Adolescent.
Language, Speech, and Hearing Services in Schools; V7 N2 P102-105 Apr 1976

Descriptors: Educable Mentally Handicapped;* Language Development;* Program Descriptions;* Exceptional Child Education; Mentally Handicapped; Secondary Education; Residential Programs; Daily Living Skills; Teaching Methods; Males;

Identifiers: Personal Independence;

Described are the goals, methodologies, and results of a pilot program to develop language skills necessary for independent adult living in 15-to 18-year-old educable mentally retarded boys in a residential school. (LS)

ABSTRACT 1696

EC 08 1696 ED 119844
Publ. Date 75 139p.
Logan, Thomas F.
The Logan School Motor Development Program for the Deaf-Blind and Sensory Impaired.
South Bend Community School Corp., Indiana.
Council for the Retarded of St. Joseph County, Inc., South Bend, Indiana.
EDRS mf;hc
Information and Research Utilization Center, 1201 16th Street, NW, Washington, DC 20036 ($9.25 Xerox Copy)

Descriptors: Exceptional Child Education; Handicapped Children;* Mentally Handicapped;* Multiply Handicapped;* Deaf Blind; Physical Activities;* Motor Development;* Behavioral Objectives; Physical Education; Perceptual Development; Communication Skills; Teaching Methods;

Presented are numerous motor development activities for sensory impaired, severely and profoundly mentally retarded, and multiply handicapped mentally retarded students of all ages. Background information is provided on program objectives and administration, the multiply handicapped child, motor development, and methods of movement training. Activities for locomotion-mobility, manipulation, stability, and perceptual-cognitive skills are included in the categories of motor development, general movement, and early developmental training. Specific objectives are given along with unit introductions and individual activities. Sample activities include stair walking, jumping from a height, tumbling, and following an obstacle course. In a final chapter, communication is discussed in terms of listening activities, manual signs for movements and directions, and the factor of sound. (Author/LS)

ABSTRACT 1695

EC 08 1695 ED 119443
Publ. Date 75 113p.
Thomas, William E.
A Physical Education Program for Adults and Young Adults.
South Bend Community School Corp., Indiana.
Council for the Retarded of St. Joseph County, Inc., South Bend, Indiana.
EDRS mf;hc
Information and Research Utilization Center, 1201 16th Street, NW, Washington, DC 20036 ($2.00 Xerox Copy)

Descriptors: Exceptional Child Education; Mentally Handicapped;* Adolescents; Young Adults; Adults; Physical Education;* Adapted Physical Education; Motor Development;* Physical Activities; Teaching Methods; Operant Conditioning;* Behavior Change;* Athletics; Games; Recreation; Social Development;

Described is a program designed to provide social awareness skills for moderately, severely, and profoundly mentally handicapped persons (beginning with ages 13-15 years) through group team play as well as through experiences in movement and physical activity. Of the several applicable teaching methods presented, behavior modification is discussed at length, and its effective use is considered of prime importance to the program's success. Descriptions of activities in the areas of locomotion, manipulation, relays, lead-up, and wheelchair games and exercises for strength, endurance, flexibility, and agility make up the bulk of the document. Each activity listing includes information on equipment needed, formation of participants, objectives, directions for play, and additional comments. (Author/SB)

ABSTRACT 1593

EC 08 1593 ED N. A.
Publ. Date Mar 76 8p.
Townsend, Peter W.
Flanagan, John J.

Experimental Preadmission Program to Encourage Home Care for Severely and Profoundly Retarded Children.
American Journal of Mental Deficiency; V80 N5 P562-569 Mar 1976

Descriptors: Custodial Mentally Handicapped;* Placement;* Parent Counseling;* Exceptional Child Research; Mentally Handicapped; Trainable Mentally Handicapped; Preschool Education; Intervention; Mothers; Program Effectiveness;

Identifiers: Deinstitutionalization;

Sixty-one severely and profoundly retarded children under 6 years old were randomly assigned to experimental and control groups in an investigation of treatment programs to reduce institutionalization. Ss in the control group received the traditional program of institutional preadmission social work counseling, while experimental group Ss and their parents received additional home instruction, counseling, and information on available community resources. Results showed that counseling with the mother alone tended to result in increased marital conflict as well as a decision to keep the child at home, particularly in cases where parents were uncertain about their plans and hopes. Instructing the mother in child training procedures tended to reduce the number of instances of objectionable child behavior and to induce a decision to keep the child at home, particularly for those parents uncertain about their child's future. (Author/CL)

ABSTRACT 1579

EC 08 1579 ED N. A.
Publ. Date Mar 76 6p.
Cegelka, Patricia Thomas.
Sex Role Stereotyping in Special Education: A Look at Secondary Work Study Programs.
Exceptional Children; V42 N6 P323-328 Mar 1976

Descriptors: Educable Mentally Handicapped;* Sex Education;* Sex Differences;* Discriminatory Attitudes (Social);* Work Study Programs;* Exceptional Child Education; Mentally Handicapped; Secondary Education; Special Education;

An examination of special education practices relative to secondary work study programs for the educable mentally retarded reveals sex biases in favor of the male enrollees. These biases are apparent in program admission, program offerings, and program evaluation. Both ethical and legal considerations dictate that those practices which serve to doubly handicap individuals labeled both retarded and female be eradicated. Various components of program admission, curriculum and evaluation should be examined for evidence of discriminatory practices. (Author/SB)

ABSTRACT 1549

EC 08 1549 ED 119419
Publ. Date 75 5p.
Passman, Richard H.
Toilet Training Profoundly Retarded Adults with an Automatic Device.
EDRS mf;hc

Descriptors: Custodial Mentally Handicapped*; Hygiene*; Operant Conditioning*; Electromechanical Aids*; Exceptional Child Research; Mentally Handicapped; Adults; Institutionalized (Persons); Self Care Skills; Behavior Change; Positive Reinforcement; Program Effectiveness;

Reinforcement control of toileting behaviors was established in three profoundly retarded institutionalized adults through the use of a totally automatic reinforcement dispenser. The device was found to be reliable, reasonably priced, and more accurate than manually or semiautomatically delivered reinforcement. (CL)

ABSTRACT 1535

EC 08 1535 ED N. A.
Publ. Date Win 75 8p.
Muma, John R.
Baumeister, Alfred A.
Programmatic Evaluation in Mental Retardation: Alternatives to Taxonomic Approaches.
Journal of Special Education; V9 N4 P337-344 Win 1975

Descriptors: Mentally Handicapped*; Community Programs*; Program Effectiveness*; Evaluation Methods*; Exceptional Child Education; Exceptional Child Services; Taxonomy; Classification; Behavior;

Categorical evaluation is seen to be a viable alternative to taxonomic evaluation procedures for determining the effectiveness of community programs for the mentally retarded. Taxonomic approaches are reported to rely almost exclusively on categorical data and to obscure the most relevant information concerning program effectiveness--the specific effects upon the behavior of individuals, while categorical evaluation tends to be context-free and focuses more upon products than processes. As an alternative, it is proposed that greater emphasis be placed upon contextual evaluations oriented toward the measurement of specific adaptive behaviors of each individual served by the program. (Author/SB)

ABSTRACT 1497

EC 08 1497 ED N. A.
Publ. Date 76 417p.
Haring, Norris G., Ed.
Schiefelbusch, Richard L., Ed.
Teaching Special Children.
McGraw-Hill Book Company, 1221 Avenue of the Americas, New York, NY 10020 ($12.95)

Descriptors: Exceptional Child Education; Handicapped Children*; Special Education*; Elementary Secondary Education; Textbooks; Teaching Methods*; Conceptual Schemes; Models; Student Evaluation; Behavioral Sciences*; Teacher Role; Parent Role; Teacher Education; Trainable Mentally Handicapped*; Language Handicapped*; Individualized Instruction;

Presented are 10 author-contributed chapters on instructional models developed by teacher-researcher teams working in instructional settings to design and develop improvements in teaching special children. Chapters are included with the following titles (authors are in parentheses): "Perspectives on Teaching Special Children" (R. L. Schifelbusch and N. G. Haring), "Behavioral Assessment and Precise Educational Measurement" (O. R. White and K. A. Liberty), "Direct and Individualized Instructional Procedures" (Haring and N. D. Gentry), "Applied Behavior Analysis Techniques and Curriculum Research-- Implications for Instruction" (T. C. Lovitt), "Management for Teachers and Parents--Responsive Teaching" (R. V. Hall, et al), "The Trainable Retarded--The Technology of Teaching" (J. R. Lent and B. M. McLean), "Developing Necessary Skills for Entry into Classroom Teaching Arrangements" (J. E. Spradlin and R. R. Spradlin), "Training Strategies for Language- Deficient Children--An Overview" (Schiefelbusch et al), "An Intervention Strategy for Language-Deficient Children" (D. Bricker et al), and "Putting It All Together--Super School" (R. L. Hopkins and R. J. Conard) (a synthesis of procedures for teaching children in the classroom setting). Frequent references are given by the authors to the complete instructional package which is noted to include instructional objectives, plans for recording and evaluating behavior, a reinforcement system, a schedule of daily events, an environmental design, and a strategy for evaluating and refining the program. (SB)

ABSTRACT 1443

EC 08 1443 ED N. A.
Publ. Date Win 76 6p.
Olexy, Jon E.
Searching for the X Factor: Helena T. Devereux, Pioneer of Residential Therapy.
Children's House; V8 N4 P18-23 Win 76

Descriptors: Exceptional Child Education; Mentally Handicapped*; Emotionally Disturbed*; Elementary Secondary Education; Special Education; Program Development; Historical Reviews*; Residential Schools*; Biographies;

Identifiers: Devereux (Helena)*; Devereux Foundation;

Described is the work of Helena Devereux who organized the first special class for the retarded in the Philadelphia public school system and started a residential school for mentally and emotionally handicapped children which formed the beginnings of the Devereux Foundation (today serving more than 1800 youths and young adults in day and residential treatment centers). (CL)

ABSTRACT 1428

EC 08 1428 ED N. A.
Publ. Date Feb 76 4p.
Connolly, Barbara.
Russell, Fay.
Interdisciplinary Early Intervention Program.
Physical Therapy; V56 N2 P155-158 Feb 76

Descriptors: Exceptional Child Research; Mentally Handicapped; Mongolism*; Infancy; Intervention*; Program Effectiveness*; Child Development; Interdisciplinary Approach; Stimulation*;

Developmental data were obtained on 40 infants and toddlers with Down's syndrome by an interdisciplinary team during an ongoing early intervention program emphasizing intensive motor and sensory stimulation. Results were compared with available data on children with Down's syndrome who were not in early intervention programs. Comparisons of developmental progress were also made of children begun in the early intervention program before 6 months of age with those begun after 6 months of age. Conclusions from the study indicate that early intervention helps the child in earlier attainment of many developmental tasks and enhances functioning of the family unit. (Author)

ABSTRACT 1332

EC 08 1332 ED 117 909
Publ. Date 75 90p.
Avenues to Change: Trainers Manual.
National Association for Retarded Citizens, Arlington, Tex.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

Social and Rehabilitation Service (DHEW), Washington, D. C.
EDRS mf;hc

Descriptors: Mentally Handicapped*; Guidelines*; Child Advocacy*; Institutes (Training Programs)*; Program Development*; Exceptional Child Services; Workshops; Instructional Materials; Organizations (Groups);

Guidelines are presented by the National Association for Retarded Citizens to help state and local associations develop citizen advocacy programs. The manual's first section contains an overview of preparing for and conducting workshop training sessions, including a discussion of needed materials and equipment. The bulk of the document is composed of specific instructions and scripts for eight workshop activities, including an orientation to citizen advocacy, and a discussion on applying citizen advocacy to the needs of the mentally retarded. Each activity is preceded by information regarding purpose and training sequences. Sample handouts and scripts for a lecture or audiovisual presentation are also provided. Covered in three appendixes are needed materials, physical arrangements, and a sample letter of invitation. (For related information, see EC 08 1331, 08 1114 - 08 1117.) (CL)

ABSTRACT 1331

EC 08 1331 ED 117 908
Publ. Date Sep 75 106p.
Avenues to Change: A Coordinator's Guide for Training Citizen Advocates.

National Association for Retarded Citizens, Arlington, Texas.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

Social and Rehabilitation Service (DHEW), Washington, D. C.
EDRS mf;hc

Descriptors: Mentally Handicapped*; Guidelines*; Child Advocacy*; Institutes (Training Programs)*; Program Development*; Exceptional Child Services; Community Resources; Inservice Education; Organizations (Groups);

Identifiers: Citizen Advocacy;

Intended for coordinators of citizen advocacy programs for mentally retarded persons, the guidelines developed by the Association for Retarded Citizens provide an overview of training sequence and procedures, suggestions for two training sessions, and topics for followup activities. Listed are training objectives (including defining the role of citizen advocates), and analyzed are the steps involved in screening, training, matching the advocate to the mentally retarded protege, and providing followup inservice training. Descriptions of two sample training sessions include information on such topics as a basic orientation to mental retardation, the normalization principle, community resources, and resource materials for the citizen advocate. Objectives, references, approaches, and materials are suggested for followup training on such aspects as current trends in legislation and poverty and retardation. (For related information, see EC 08 1332, 08 1114 - 08 1117.) (CL)

ABSTRACT 1322

EC 08 1322 ED N. A.
Publ. Date 76 312p.
Brolin, Donn E.
Vocational Preparation of Retarded Citizens.
Charles E. Merrill Publishing Co., Columbus, OH 43216 ($13.95)

Descriptors: Exceptional Child Education; Mentally Handicapped*; Secondary Education; Post Secondary Education; Textbooks; Vocational Education*; Career Education; Vocational Counseling*; Models*; Vocational Adjustment; Vocational Rehabilitation; Evaluation Methods*;

Reviewed in the text are techniques and program models for vocational preparation of mentally retarded persons. Part I presents basic background information about mental retardation, the development of a work personality, vocational adjustment of the retarded, and available vocational services (such as educational and rehabilitation programs). The bulk of the document is contained in Part II which presents the basic techniques of vocational preparation. Individual chapters deal with the following strategies (with sample subtopics in parentheses): vocational counseling (theories and counseling techniques with the retarded), clinical assessment (medical, social, educational, and psychological assessment), work evaluation (intake interviews, situational assessment, and standardized vocational testing), work adjustment (behavior modification and precision teaching), job tryouts (advantages and limitations, and guidelines for program implementation), vocational training (vocational programs and research, and training in business and industry), and job placement and followup. Part III suggests approaches for conducting and evaluating secondary and postsecondary vocational preparation programs. Included in three appendixes is a description of a procedure for conducting a job analysis. (CL)

ABSTRACT 1316

EC 08 1316 ED N. A.
Publ. Date Feb 76 3p.
Boruchow, Adrienne Warner.
Espenshade, Marilyn Edge.
A Socialization Program for Mentally Retarded Young Adults.
Mental Retardation; V14 N1 P40-42 Feb 1976

Descriptors: Educable Mentally Handicapped*; Social Skills*; Daily Living Skills*; Socialization*; Exceptional Child Education; Exceptional Child Services; Mentally Handicapped; Young Adults; Program Descriptions; Social Adjustment;

Identifiers: Personal Independence*;

Described is a program for 15 educable retarded young adults designed to enhance independent living skills through an enjoyable socialization group experience with family support and participation. (Author/CL)

ABSTRACT 1289

EC 08 1289 ED N. A.
Publ. Date Spr 76 2p.
Grinnell, Mary F.
And Others.
Sign It Successful: Manual English Encourages Expressive Communication.
Teaching Exceptional Children; V8 N3 P123-124 Spr 1976

Descriptors: Mentally Handicapped*; Language Handicapped*; Language Development*; Sign Language*; Articulation (Speech)*; Exceptional Child Education; Elementary Secondary Education; Preschool Education; Program Descriptions; Program Effectiveness;

Identifiers: Manual English*;

Manual English, which involves signing a word with the hands while saying it, has been used successfully to develop language skills in mentally handicapped students (3-21 years old) in public schools. Language and speech pathologists used the manual English to encourage multisensory input with delayed language development, nonverbal adolescents, and adolescents with limited verbal ability. Results of the language program included that with many trainable and educable mentally retarded students, signing was used successfully to prompt vocabulary, correct word sequences, and correct inflections; that articulation of sounds improved; that prompted signs were eliminated when children found success with verbal communication and no longer needed visual prompts; and that parents who learned signs to communicate with their children not only reinforced signs learned at school, but also added to them and to their appropriate usage. (SB)

ABSTRACT 1274

EC 08 1274 ED N. A.
Publ. Date Jun 75 2p.
Brandt, Elisabeth.
Bower, Patricia J.
Johnny's Bird is Dead and Gone: Remedial Work with a Retarded Pre-Schooler.
Canada's Mental Health; V23 N2 P19-20 Jun 75

Descriptors: Exceptional Child Education; Mentally Handicapped*; Preschool Education; Emotional Adjustment*; Death*; Psycholinguistics; Teaching Methods; Case Studies;

A 5-year-old retarded, nonverbal boy, enrolled in a special preschool program, became increasingly anxious, hostile, and frustrated after the death of his pet bird. Psychodynamic, psycholinguistic, and Piagetian concepts were used to teach him the various meanings of the word "gone" and to increase his awareness of object constancy. (Author/CL)

ABSTRACT 1249

EC 08 1249 ED N. A.
Publ. Date 71 135p.
Endres, Jo Ellen.
And Others.
Road to New Horizons, Adjustment Training. Guide to Activities of Daily Living Program.
University of Wisconsin , Stout. Dept. of Rehabilitation and Manpower Services. Materials Development Center.
Gracewood State School and Hospital, Georgia.
Social and Rehabilitation Service (DHEW), Washington, D. C.

Descriptors: Educable Mentally Handicapped*; Normalization (Handicapped)*; Daily Living Skills*; Social Adjustment*; Vocational Adjustment*; Exceptional Child Education; Mentally Handicapped; Secondary Education; Individual Activities; Instructional Materials; Program Evaluation;

Presented is a program to provide experiences for the junior and senior high school level educable mentally retarded in the areas of personal, social, and work adjustment training to develop attitudes and personality traits facilitating future adjustment to life and work in the community. The program is described as prescriptive in nature in that each client receives personal consideration in keeping with his intellectual, physical, and social abilities. The three major areas (personal, social, and work and community adjustment) are subdivided into individual teaching units and outlined in terms of suggested activities, instructional materials, and devices for evaluating effectiveness. Personal adjustment training is noted to take place in such areas as personal hygiene, grooming, dress, manners, and appropriate behavioral patterns. Social adjustment training is reported to be concerned with social relations, use of leisure time, table manners, relations with peer groups and authority figures, recreation, and dating. Included in the area of work adjustment training and preparation for community living is instruction in vocational adjustment, money management and consumer education, home and family adjustment, and community orientation. Also included are a list of traits characteristic of the mildly retarded and a client evaluation guide which may be used upon program completion. (Author/SB)

ABSTRACT 1248

EC 08 1248 ED 117897
Publ. Date Oct 74 104p.
A Design for Living: The PARC Plan.
Pennsylvania Association for Retarded Citizens, Harrisburg.
EDRS mf
Pennsylvania Association for Retarded Citizens, 1500 North Second Street, Harrisburg, PA 17102
Report of the PARC Ad Hoc Planning Committee for Resolution II (October 1974).

Descriptors: Mentally Handicapped*; School Services*; Hospitals*; Residential Programs*; State Agencies; Institutional Environment*; Exceptional Child Education; Exceptional Child Services; Needs Assessment; Staff Improvement; Nutrition; Clothing; Program Development; Health Services; Facilities; Evaluation;

Identifiers: Pennsylvania*;

Presented is the PARC (Pennsylvania Association for Retarded Citizens) Plan which resulted from a 3-month survey of Pennsylvania's institutional system and which was designed to improve living conditions and programs of state schools and hospitals serving the mentally retarded. Detailed are specific recommendations for the achievement of annual goals (from 1975 to 1980) in the following areas (goal examples are in parentheses): population (assess the needs of each resident in state schools and hospitals and develop individualized programs); staffing and staff training (develop an inservice training program); food services (achieve excellence in diet, food preparation, and food handling); linen and clothing service (provide clean, neat, fashionable, appropriate, individualized clothing as well as individual storage space); program (develop a uniform accountability procedure with a mechanism for correction of defects); housing (complete renovations to meet Life Safety Code and Medical Assistance requirements); health care (provide corrective and preventive measures for each individual); and monitoring (develop a uniform procedure for making and writing reviews of state schools). Included in each section is an implementation schedule for each program area and statements on the goals, actions required, funding sources, and PARC actions and responses for each year. A section on additional recommendations contains discussions of such topics as the development of family care training homes. (SB)

ABSTRACT 1229

EC 08 1229 ED N. A.
Publ. Date Fall 74 9p.
Field, Dorothy.
Long-Term Effects of Conservation Training with Educationally Subnormal Children.
Journal of Special Education; V8 N3 P237-245 Fall 1974

Descriptors: Mentally Handicapped*; Conservation (Concept)*; Teaching Methods*; Discrimination Learning*; Verbal Learning*; Exceptional Child Research; Elementary Secondary Education; Followup Studies; Program Effectiveness; Transfer of Training;

Evaluated were the long term effects of conservation training in 22 retarded children (8-14 years old) from a London special school for the educationally subnormal. For instruction in number and length concepts, Ss were arranged in three groups matched for mental age: a learning set group (discrimination learning method), a verbal rule group (verbal didactic method), and a control group. Performance levels of verbal rule group Ss were significantly superior to those of the others Ss on a posttest. Sixteen months later, 21 Ss were given a second identical posttest. Although results fell short of significance, original differences were still apparent. A third posttest revealed that although all three groups showed improvement in conservation skills, verbal rule group Ss were still superior. In the third phase of the study, the remaining nonconserving Ss were grouped and given verbal rule training. A posttest disclosed that their performance improved and became equal to that of the verbal rule group Ss. Among conclusions were that the verbal rule method is superior due to its generalizability, specific and nonspecific transfer, and long term retention of effects. (Author/CL)

ABSTRACT 1172

EC 08 1172 ED N. A.
Publ. Date Jan 76 5p.
Heuston, Gregory.
And Others.
Companion-Sitting with Handicapped Children. A Training Workshop for Teenagers.
Children Today; V5 N1 P6-9,36 Jan/Feb 76

Descriptors: Exceptional Child Education; Mentally Handicapped*; Physically Handicapped*; Adolescents*; Child Care*; Workshops*; Cooperative Programs;

Thirty-six 12-to-28-year-old young people completed a cooperative training workshop to learn skills for care of physically and mentally handicapped children whose parents needed respite for short periods. The workshop was sponsored by a local, a state, and a federal agency; and a residential treatment center. Five 2-hour sessions centered on themes of mental retardation, play, discipline, special physical and medical problems, and interviews with parents. Among experiences offered in sessions were slide and film presentations, question and answer periods, kit preparation for play with children, a visit to the treatment center, role playing, and personal contact with children and parents. Followup indicated favorable response. (MC)

ABSTRACT 1147

EC 08 1147 ED N. A.
Publ. Date Dec 75 2p.
Dixon, Carmen C.

What Can a Speech Therapist Do in a TMR Program?
Education and Training of the Mentally Retarded; V10 N4 P290-291 Dec 1975

Descriptors: Trainable Mentally Handicapped*; Speech Therapists*; Role Perception*; Exceptional Child Education; Mentally Handicapped;

A speech therapist describes her role in working with trainable mentally retarded children, and considers such program aspects as screening procedures, guidelines, and materials. (CL)

ABSTRACT 1145

EC 08 1145 ED N. A.
Publ. Date Dec 75 4p.
Childs, Ronald E.
Fifteen Basic Components for an Effective Instructional Program for the Mentally Retarded.
Education and Training of the Mentally Retarded; V10 N4 P285-288 Dec 1975

Descriptors: Mentally Handicapped*; Program Effectiveness*; Educational Methods*; Exceptional Child Education; Elementary Secondary Education; Effective Teaching;

Outlined are 15 basic components for an effective instructional program for the mentally retarded, including assessment, reinforcement, success, concreteness, and evaluation. (CL)

ABSTRACT 1141

EC 08 1141 ED N. A.
Publ. Date Dec 75 6p.
Waldron, Faith.
Developing Techniques to Facilitate Instruction; Following Behaviors in a Classroom for Mentally Retarded Students.
Education and Training of the Mentally Retarded; V10 N4 P262-267 Dec 1975

Descriptors: Mentally Handicapped*; Attention Span*; Operant Conditioning*; Program Effectiveness*; Exceptional Child Research; Elementary Secondary Education; Positive Reinforcement;

Identifiers: Token Economy;

Evaluated was the effectiveness of three different conditions (verbal praise, tutor nonverbal assistance, and token reinforcement by tutors) on the attention behaviors of six mentally retarded children (4 to 12 years old). Specific instruction- following behaviors in each of the conditions were checked by two observers. Token reinforcement was found to be the most effective intervention in reducing inappropriate behaviors. (CL)

ABSTRACT 1138

EC 08 1138 ED N. A.
Publ. Date Dec 75 6p.
Feinberg, Phil.
Sight Vocabulary for the TMR Child and Adult: Rationale, Development and Application.
Education and Training of the Mentally Retarded; V10 N4 P246-251 Dec 1975

Descriptors: Trainable Mentally Handicapped*; Sight Vocabulary*; Basic Reading*; Teaching Methods*; Exceptional Child Education; Mentally Handicapped; Word Recognition; Educational Needs; Class Activities; Concept Formation;

Presented is a rationale for the development and use of a sight vocabulary with trainable mentally retarded children and adults, and described is the application of a program-specific sight vocabulary. Attention is given to the relationship of a sight vocabulary to such language related areas as concept formation, vocal stimulation, the alphabet, spelling, perceptual and perceptual-motor development, phonics, and printing. Suggested are activities for developing and increasing sight vocabulary. (Author/CL)

ABSTRACT 1136

EC 08 1136 ED N. A.
Publ. Date Dec 75 8p.
Apffel, James A.
And Others.
Developmental Reading for Moderately Retarded Children.
Education and Training of the Mentally Retarded; V10 N4 P229-236 Dec 1975

Descriptors: Trainable Mentally Handicapped*; Basic Reading*; Program Effectiveness*; Exceptional Child Research; Mentally Handicapped; Elementary Secondary Education; Reading Diagnosis;

Evaluated was a project designed to demonstrate procedures for systematic examination of individual rates and accuracy of progress by 60 trainable mentally retarded 10-to 14-year-old children in selected beginning reading programs (DISTAR and Rebus systems). Results of evaluation involving the DISTAR Continuous Test of Reading I and the Rebus Reading Assessments indicated that during the year of instruction, nearly all of the Ss demonstrated some capacity to profit from reading instruction, with some Ss advancing to conventional reading programs. (Author/CL)

ABSTRACT 1117

EC 08 1117 ED 117882
Publ. Date Feb 74 36p.
Avenues to Change, Book IV. Youth as a Citizen Advocate.
National Association for Retarded Citizens, Arlington, Texas.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

Social and Rehabilitation Service (DHEW), Washington, D. C.
EDRS mf;hc

Descriptors: Mentally Handicapped*; Child Advocacy*; Exceptional Child Services; Adolescents; Guidelines; Organizations (Groups); Interpersonal Relationship;

Identifiers: Youth Advocacy; National Association for Retarded Citizens; Personal Experiences;

Youth advocacy is the topic of the fourth in a series of four booklets developed by the National Association for Retarded Citizens. Set forth in an introductory section is basic information about retardation and the role of an advocate. Selections from a diary of one adolescent advocate and the transcript of a taped interview with another are provided to illustrate the practical issues, frustrations, and rewards involved in the program. (For other documents in this series, see EC 08 1114-08 1116.) (CL)

ABSTRACT 1115

EC 08 1115 ED 117880
Publ. Date Feb 74 55p.
Avenues to Change, Book II. Implementation of Citizen Advocacy through State and Local ARCs.
National Association for Retarded Citizens, Arlington, Texas.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

Social and Rehabilitation Service (DHEW), Washington, D. C.
EDRS mf;hc

Descriptors: Mentally Handicapped*; Guidelines*; Child Advocacy*; Program Development*; Program Planning*; Exceptional Child Services; Organizations (Groups); Records (Forms); Administration;

Identifiers: National Association for Retarded Citizens*;

The second of four booklets on citizen advocacy for the mentally retarded provides specific guidelines for implementing advocacy programs in state and local Associations for Retarded Citizens. Functions of the state office and the state advisory committee are reviewed, along with funding sources for state programs. Procedures involved in setting up a local office are said to include establishing a study committee to investigate the feasibility of an advocacy program, deciding questions of insurance and incorporation, and hiring staff. Described are such local office functions as recruitment, screening, program monitoring, and service evaluation. Among nine program forms provided are a sample news release form and advocate's monthly summary. (For other documents in this series, see EC 08 1114, 08 1116, 08 1117.) (CL)

ABSTRACT 1058

EC 08 1058 ED N. A.
Publ. Date 75 16p.
Cohen, Jessica Lynn.
Family Planning Agencies and the Mentally Retarded.
Cayuga County Family Planning Center, 199 Genessee St., Auburn, NY 13021 ($1.50)

Descriptors: Exceptional Child Education; Mentally Handicapped*; Guidelines; Agencies*; Sex Education*; Hygiene; Sexuality; Contraception*; Group Discussion;

Intended as a guide for family planning agencies working with mentally retarded persons, the manual contains information on topics for group discussion (such as female health care and birth control), questions to expect, techniques for eliciting support for the program, role playing, and obtaining outside help. Also included is a list of 15 related books and other materials. (CL)

ABSTRACT 1042

EC 08 1042 ED 116444
Publ. Date Aug 75 97p.
Bowers, Louis.
And Others.
Play Learning Centers for Preschool Handicapped Children: Research and Demonstration Project Report.
University of South Florida, Tampa. College of Education.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf;hc
University of South Florida, College of Education, Tampa, FL 33620 (Copies free while quantity lasts.)

Descriptors: Mentally Handicapped*; Cerebral Palsy*; Emotionally Disturbed*; Play*; Learning Laboratories*; Exceptional Child Education; Preschool Education; Adolescents; Construction (Process); Building Design; Building Materials; Costs; Playgrounds;

Described are the construction and analysis of three play learning centers for preschool mentally retarded and cerebral palsied children, and pre-adolescent and adolescent emotionally disturbed children. Section I of the report provides an introduction concerning the importance of play, research on playground equipment, considerations in designing play learning centers, and existing playgrounds designed for the handicapped. Presented in Section II is information on such construction aspects as framing materials, surface coverings, materials for fastening, and recommended tools. The following three sections discuss the design process, construction and construction costs, recommended materials, and descriptive data on facility use for each of the three play learning centers: United Methodist Preschool Play Learning Center for mentally retarded children, United Cerebral Palsy Play Learning Center, and the Residential Treatment Center for emotionally disturbed children. A brief section on recommendations for further research is also included. Appended are the program for information dissemination associated with the play learning research and demonstration project, a playground design checklist, and detailed construction plans for each of the three play learning centers. (SB)

ABSTRACT 1036

EC 08 1036 ED 117866
Publ. Date Feb 75 274p.
Martin, Clessen J.
Project F. A. S. T.: Facilitating Academic Study Techniques for Handicapped Children. Final Report: Volume I.
Texas A and M Research Foundation, College Station.
National Institute of Education (DHEW), Washington, D. C.
EDRS mf;hc

Descriptors: Mentally Handicapped*; Aurally Handicapped*; Visually Handicapped*; Associative Learning*; Reading*; Exceptional Child Research; Elementary Secondary Education; Post Secondary Education; Sight Vocabulary; Word Recognition; Reading Materials; Reading Comprehension; Memory;

Identifiers: Project FAST;

Volume I of the final report of Project FAST (Facilitating Academic Study Techniques for Handicapped Children) consists of reports on 13 experiments concerning the application of associative learning strategies to the development of a basic sight vocabulary among mentally retarded children and adults, and the development of text reduction techniques designed to facilitate comprehension and recall of written materials among visually handicapped and hearing impaired subjects. Six experiments with educable and trainable mentally retarded children cover topics such as the application of associative strategies to word recognition, the effect of reinforcement on word knowledge, the effect of pictorial stimuli on word recognition, and the effects of animation on word memory. Seven studies investigate such topics as the effect of a subjective deletion scheme upon reading performance of braille and regular print readers, the application of a subjective deletion scheme to film captioning for the deaf, and a comparison of two deletion schemes on three types of prose among blind and deaf students. Major conclusions reported are that learning and retention in word recognition tasks can be facilitated by the use of associative learning strategies; and that telegraphic prose is a viable alternative to traditional educational materials for the blind. Results were not as favorable with the deaf. (For Volume II of the final report, see EC 08 1037.) (LS)

ABSTRACT 988

EC 08 0988 ED N. A.
Publ. Date Apr 75 6p.
Longhi, Pamela.
And Others.
A Program for Adolescent Educable Mentally Retarded.
Education and Training of the Mentally Retarded; V10 N2 P104-109 Apr 1975

Descriptors: Educable Mentally Handicapped*; Films*; Legal Problems*; Alcoholism*; Driver Education*; Exceptional Child Research; Mentally Handicapped; Adolescents; Material Development; Program Effectiveness;

Described is the development and evaluation of an audiovisual instructional program to inform educable retarded adolescents about the legal consequences of drinking when underage and the potential dangers of driving after drinking. Pilot testing results are said to indicate that the program was much more successful in disseminating information on the legal consequences of the acts than it was in changing attitudes towards committing the acts. It is explained that modifications in the film's areas of inadequacies have been made. (CL)

ABSTRACT 981

EC 08 0981 ED N. A.
Publ. Date Apr 75 6p.
Baum, Dale D.
And Others.
Environment-Based Language Training with Mentally Retarded Children.
Education and Training of the Mentally Retarded; V10 N2 P68-73 Apr 1975

Descriptors: Educable Mentally Handicapped*; Language Instruction*; Expressive Language*; Physical Environment*; Exceptional Child Research; Mentally Handicapped; Elementary Secondary Education; Program Effectiveness; Summer Programs; Teaching Methods;

The language behavior of nine educable retarded children (mean age 12 years) was analyzed before and after a 6-week summer-camp-type activity to test the hypothesis that rate of verbal behavior could be increased through a systematic program in which the children would experience an environmental event and concurrently verbalize the experience. The results indicated that total number of words, total number of sentences, sentence length, and total number of nouns expressed increased significantly. Also, the immediate gains were still significant 1 year later. (Author)

ABSTRACT 944

EC 08 0944 ED N. A.
Publ. Date 75 117p.
Podlasek, Carol.
Gift: A Two-Year Special Education Program in Religion for Persons Ages 6-18.
Winston Press, Inc., 25 Groveland Terrace, Minneapolis, MN 55403 ($9.60)

Descriptors: Exceptional Child Education; Mentally Handicapped*; Elementary Secondary Education; Teaching Guides; Religion*; Churches; Program Descriptions*; Teaching Methods; Instructional Materials*; Audiovisual Aids;

Provided in the Gift program, a 2-year special education program in religion for mentally retarded persons (ages 6- 18), are 59 student take-home handouts, a teacher's manual, and a pack of 34 tagboard pages of flannel board figures. The teacher's guide presents weekly objectives and lessons plans for units such as "Thank You, God Our Father," and "Our Gift of Love to God." Lesson information is presented for readiness level, presentation methods, singing, Scripture, prayer and message summary. Accompanying student handouts provide a drawing or photograph, related Scripture, and suggestions for family involvement. (CL)

ABSTRACT 909

EC 08 0909 ED 116423
Publ. Date Feb 74 13p.
Home Life Programming for Educables.
Outwood Hospital and School, Dawson Springs, Kentucky.
Social and Rehabilitation Service (DHEW), Washington, D. C.
National Technical Information Service, Springfield, VA 22151 ($2.25, $3.25)

Descriptors: Educable Mentally Handicapped*; Daily Living Skills*; Home Economics*; Program Effectiveness*; Exceptional Child Research; Mentally Handicapped; Institutional Environment; Self Help Skills;

Identifiers: Final Reports*;

Presented is the final report of the Home Life Program, a demonstration project (1971-1974) designed to teach basic academic and homemaking skills to 100 educable mentally retarded institutionalized persons. The project is noted to have been successful in teaching new skills and in improving self help skills and appropriate behavior. It is explained that skills learned in school led to increased work responsibility acceptance, decision making, and acceptable social behavior. Also described is the change in institutional philosophical orientation from a medical to a more socially oriented model. (Author/CL)

ABSTRACT 852

EC 08 0852 ED 116415
Publ. Date Oct 75 668p.
Contrucci, Victor.
And Others.
Basic Life Functions Instructional Program Model; Curriculum Guide for Children with Exceptional Educational Needs.
Wisconsin State Dept. of Public Instruction, Madison. Division for Handicapped Children.
Office of Education (DHEW), Washington, D. C.
EDRS mf;hc

Division for Handicapped Children, 126 Langdon Street, Madison, WI 53702

Descriptors: Trainable Mentally Handicapped*; Custodial Mentally Handicapped*; Curriculum Guides*; Teaching Methods*; Adjustment (To Environment)*; Exceptional Child Education; Handicapped Children; Mentally Handicapped; Daily Living Skills; Social Development; Safety Education; Health Education; Home Economics; Leisure Time; Money Management; Self Care Skills;

Presented is a curriculum guide for teaching basic life skills to students with exceptional educational needs (primarily the moderately to severely retarded). Separate sections deal with the following persisting life needs: communicating ideas, understanding one's self and getting along with others, traveling and moving about, adapting and functioning in one's physical environment, keeping healthy, living safely, contributing to one's financial maintenance, assisting in homemaking, using desirable recreation sources for leisure time, and developing creativity through art and music. Each life skill area is analyzed in terms of content areas, developmental levels, and curriculum items; curriculum items are broken down into skill descriptions and instructional activities with information on appropriate equipment and materials. It is explained that the guide's format is designed to serve as a functional assessment and record keeping device to aid individualized programing. (CL)

ABSTRACT 850

EC 08 0850 ED 116413
Publ. Date May 74 16p.
Providing Services for Pre-Vocational Mentally Retarded Adults:
Allen County Association for the Retarded, Fort Wayne, Indiana.
Social and Rehabilitation Service (DHEW), Washington, D. C.

National Technical Information Service, Springfield, VA 22151 (243 259; Mf $2.25, Hc $3.25)
Final Report: 15 June 1970- 15 January 1974.

Descriptors: Mentally Handicapped*; Behavior Problems*; Behavior Change*; Exceptional Child Research; Adolescents; Questionnaires; Program Effectiveness;

Identifiers: Final Reports*; Behavior Recycling Program*;

Presented is the final report on the Behavior Recycling Program (BRP) which was designed to return socially maladjusted mentally retarded adolescents to public school classes. It is explained that behavior change data were gathered through a series of questionnaires given to students, teachers, probation officers, and parents. The author suggests eight recommendations for future programs and concludes that 70% of all socially maladjusted mentally retarded juveniles can be returned to public school classes within a 12-month period through an out-of-school team teaching approach. (Author/CL)

ABSTRACT 849

EC 08 0849 ED 116412
Publ. Date May 74 27p.
Brust, D.
And Others.
Cottage A Training Program. Hospital Improvement Program. Part I.
Orient State Institute, Ohio.
Social and Rehabilitation Service (DHEW), Washington, D. C.
National Technical Information Service, Springfield, VA 22151 (243 272; Hc $3.75; Mf $2.25)
Final Report.

Descriptors: Mentally Handicapped*; Behavior Change*; Operant Conditioning*; Program Descriptions*; Institutionalized (Persons)*; Exceptional Child Education; Childhood; Self Care Skills; Staff Development; Program Evaluation; Administration;

Identifiers: Final Reports;

The Cottage A Ward Behavior Modification Project at the Orient State Institute was designed to implement behavior modification techniques with 67 retarded child residents. Major project objectives included developing self help skills (such as toilet training); eliminating undesirable behaviors (such as head banging); teaching behavior modification training skills to the institutional staff; developing an evaluation system for the programs; and developing an administrative structure for implementation and maintenance of the program. Methods for attaining these goals included individualized self help programs for residents; structured hours for practice of residents' social skills; lecture-discussion sessions and a practicum for trainers; a training proficiency scale to evaluate trainers; and use of a comprehensive behavioral checklist to evaluate residents. (Author/LS)

ABSTRACT 842

EC 08 0842 ED 116405
Publ. Date 74 88p.
Hanson, Fred M.
Shryock, Clifton.
Programs for the Educable Mentally Retarded in California Public Schools.
California State Dept. of Education, Sacramento.
EDRS mf;hc

Descriptors: Educable mentally Handicapped*; Guidelines*; Educational Programs*; Program Design*; Exceptional Child Education; Mentally Handicapped; Program Evaluation; State Programs; State Legislation;

Identifiers: California;

Prepared by the California State Department of Education, the booklet reviews program components for the educable mentally retarded (EMR). Legal provisions cited include identification, assessment, and reevaluation procedures. Such administrative aspects as financing and supervision are considered. The characteristics and learning styles of the EMR and the implications for curriculum are reviewed. A section on instructional models, goals, and objectives contains information on administrative and teaching models as well as on development of curriculum goals and behavioral objectives. Program evaluation is seen to involve product evaluation and curriculum validation. (CL)

ABSTRACT 841

EC 08 0841 ED 116404
Publ. Date 74 72p.
Edwards, James C.
Templeton, Virginia.
Adaptive Education and Program Components for the Trainable Mentally Retarded in California Public Schools.
California State Dept. of Education, Sacramento. Bureau for Mentally Exceptional Children.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf;hc
California State Education Department, State Education Bldg., 721 Capitol Mall, Sacramento, CA 95802 ($.50)

Descriptors: Trainable Mentally Handicapped*; Guidelines*; State Programs*; Curriculum Design*; Program Design; Exceptional Child Education; Mentally Handicapped; Adjustment (To Environment); Educational Programs; State Legislation; Building Design; Administration;

Identifiers: California;

Described in the booklet are program guidelines for serving trainable mentally retarded students in California public schools. Considered are the effects of changing public attitudes and legislation on program development, and reviewed are legal provisions regarding financing, identification, assessment, and placement of trainable mentally retarded students. A section on physical facilities covers such aspects as location and building characteristics. Analyzed are general

characteristics of trainable retarded pupils, and suggested are criteria for instructional grouping. Discussed are essential training goals, including development of personal and social competency, and specific curriculum planning areas, such as self help and communication skills. Program evaluation components are said to include assessments of products and the delivery system. (CL)

ABSTRACT 767

EC 08 0767 ED 116386
Publ. Date 24p.
Roskos, Frank C.
Handbook for Work Experience Program.
Wisconsin State Dept. of Public Instruction, Madison.
Wisconsin State Dept. of Health and Social Services, Madison.
Merrill Area Public Schools, Wisconsin.
EDRS mf;hc

Descriptors: Handicapped Children*; Mentally Handicapped*; Work Study Programs*; Career Education*; Vocational Rehabilitation*; Exceptional Child Education; Senior High Schools; Educational Objectives; Curriculum; Teacher Role; Wages; Psychological Services; Sheltered Workshops;

Presented is a handbook on the Merrill Area (Wisconsin) Public Schools program for providing work experience for mentally handicapped and other special education students in high school. Brief sections cover information on the following program areas: objectives (such as to assist the student in making a job choice), cooperation with and services provided by the Division of Vocational Rehabilitation (DVR), course of study, enrollment of student in DVR, pupil qualification, the teacher-counselor role, supervision of work experience, work permits, grading policies, compensation, criteria for selecting community employers (such as facilities which offer a proper learning opportunity), transportation, psychological services, sheltered workshops (an evaluation of vocational skills and a program for work adjustment), and followup services. Appended are forms for a student survey, student evaluation by employer, work experience report, work permit, application for subminimum wage license, and application for vocational rehabilitation. (SB)

ABSTRACT 716

EC 08 0716 ED N. A.
Publ. Date Dec 75 4p.
Murphy, Michael J.
Zahm, David.
Effects of Improved Ward Conditions and Behavioral Treatment on Self-Help Skills.
Mental Retardation; V13 N6 P24-27 Dec 1975

Descriptors: Custodial Mentally Handicapped*; Institutional Environment*; Self Care Skills*; Operant Conditioning*; Program Effectiveness*; Exceptional Child Research; Mentally Handicapped; Childhood;

Three groups of eight institutionalized severely and profoundly retarded males (mean age 9-14 years) were studied to determine the effects of enhancement of the physical and social environment, and behavior modification training upon acquistion of self help skills. Two groups were placed on renovated modular living units with a resident-staff ratio of 8 to 1.5. One of these groups also received behavior modification training, while the third group remained on a dayroom-dormitory ward with a resident-staff ratio of 30 to 1. Pre-and posttests of self help skills indicated the only significant improvement was found in those Ss exposed to behavior modification treatment. (Author/CL)

ABSTRACT 600

EC 08 0600 ED N. A.
Publ. Date 74 49p.
Striefel, Sebastian.
Managing Behavior, Part 7; Teaching a Child to Imitate.
H H Enterprises Inc., Box 3342, Lawrence, KS 66044 ($3.50)

Descriptors: Exceptional Child Education; Mentally Handicapped*; Teaching Guides*; Imitation*; Operant Conditioning; Teaching Methods*; Behavior Change;

Designed for parents, teachers, institutional staff, and therapists, the workbook details behavior modification procedures for teaching retarded children to imitate. The program is divided into sections on such topics as reinforcement; entry behaviors (sitting behavior, eye contact, hands-in-lap behavior, and looking-at-objects behavior); preliminary phases of motor imitation; motor imitation sequences (including breakdowns of two sample behaviors); training; and miscellaneous information. Each section includes a set of review questions with corresponding notations in the text. (CL)

ABSTRACT 495

EC 08 0495 ED N. A.
Publ. Date Jun 75 15p.
Gunzburg, H. C.
Institutionalized People in the Community. A Critical Analysis of a Rehabilitation Scheme.
Research Exchange and Practice in Mental Retardation; V1 N1-2 P36-50 Jun 75

Descriptors: Exceptional Child Research; Mentally Handicapped*; Adults; Institutionalized (Persons); Adjustment (To Environment)*; Ethics; Community Attitudes;

Identifiers: Deinstitutionalization*; Personal Independence*;

Described is a 4 1/2-year rehabilitation program which was designed to help nine middle-aged mentally retarded adults live independently outside the institution. Training in domestic and academic tasks is said to have centered, first in a house on institutional grounds, and then in a community residence. Progress in personal, intellectual, and social functioning is depicted, with one woman's achievements examined in detail. Ethical considerations involved in uprooting institutionalized persons are noted. (CL)

ABSTRACT 491

EC 08 0491 ED 115 045
Publ. Date May 75 56p.
Nelson, Janet T.
And Others.
An Assessment of the Effectiveness of the Money, Measurement and Time Program for TMR Students.
University of Minnesota, Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf;hc
Research Report No. 90.

Descriptors: Trainable Mentally Handicapped*; Curriculum Evaluation*; Money Management*; Program Effectiveness*; Exceptional Child Research; Mentally Handicapped; Instructional Materials;

One-hundred-ninety-four trainable retarded 6- to 34- year-old students participated in a field test of the Money unit, one of five instructional units in the Money, Measurement and Time Program. Pre-and posttests of the Money Skills Test and the Money Expressive Test were administered to Ss, and 11 teachers completed evaluations of the unit. Ss' performance gains on both tests were found to be significant, and teachers' evaluations further supported the usability and effectiveness of the Money unit. Revision recommendations suggested by the teachers centered on the areas of the material's general format and suitability for trainable retarded students. (For related information, see EC 08 0489 and EC 08 0485.) (CL)

ABSTRACT 489

EC 08 0489 ED 115 043
Publ. Date Mar 75 82p.
Thurlow, Martha L.
And Others.
An Assessment of the Effectiveness of the Money, Measurement and Time Program for EMR Children.
University of Minnesota, Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf;hc
Research Report No. 88.

Descriptors: Educable Mentally Handicapped*; Curriculum Evaluation*; Evaluation Methods*; Time*; Measurement; Money Management*; Exceptional Child Research; Mentally Handicapped; Elementary Education;

The performance of 272 elementary school aged educable retarded children was used in the final evaluation of the five-unit Money, Measurement and Time program. Criterion referenced pre and posttests were administered to assess the effectiveness of each unit, and a Cognitive Abilities Test evaluated Ss' general improvement in noncontent specific areas of functioning. Analysis of results indicated that the gains in the Money and

Time with the Clock units were significant, while the gains on the Length and Measurement of Weight units were not as impressive. Item analyses of the unit tests demonstrated that Ss' learning went beyond the immediate instruction they had received. Data on nonretarded children's performance provided normative information. Results suggested revisions in specific content for each unit. (For related information, see EC 08 0485 and EC 08 0491.) (CL)

ABSTRACT 487

EC 08 0487 ED 115 041
Publ. Date Feb 75 74p.
Thurlow, Martha L.
And Others.
Time with the Calendar Unit: A Formative Evaluation.
University of Minnesota, Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf;hc
Research Report No. 86

Descriptors: Educable Mentally Handicapped*; Curriculum Development*; Mathematics*; Time*; Curriculum Evaluation; Exceptional Child Research; Mentally Handicapped; Primary Education;

Described is the evaluation of the pilot-test version of the Calendar unit, part of an instructional unit developed by the Vocabulary Development Project, with 43 educable mentally retarded primary grade children from either special classes within regular schools or from a special school. It is explained that feedback for the formative evaluation came from comments of teachers, pretesting and posttesting of behavioral objectives, and classroom observations. Results are presented for each of the nine lessons in terms of objective, testing performance of classes, interpretation, and informal comments of teachers. Summarized are comments made at the teacher review board meeting. Results are discussed in terms of need for instruction, instructional effectiveness, design of the materials, content, sequencing, and test instruments. Results are seen to support the need for a calendar unit with changes being made in such areas as improving effectiveness of instruction for specific concepts. Appended are a description of the pilot test version of the Time with the Calendar unit, experimental test questions, the calendar unit (book 1) pilot test questions, sample evaluation forms, calendar unit (books 2 and 3) pilot-test questions, and the revised Time with the Calendar tests. (DB)

ABSTRACT 486

EC 08 0486 ED 115 040
Publ. Date Feb 75 99p.
Thurlow, Martha L.
And Others.
Measurement of Length Unit: A Formative Evaluation.
University of Minnesota, Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf;hc
Research Report No. 85

Descriptors: Educable Mentally Handicapped*; Curriculum Development*; Mathematics*; Curriculum Evaluation*; Exceptional Child Research; Mentally Handicapped; Primary Education;

Described is the evaluation of the pilot-test version of the Measurement of Length unit, part of an instructional program developed by the Vocabulary Development Project, with 80 educable or trainable mentally handicapped primary grade children in either special classes within regular schools or in special schools. It is explained that feedback for the formative evaluation stage came from results of pretesting and posttesting, written evaluations of lessons by teachers, and classroom observations. Results are presented for each of the eight lessons in terms of objectives, performance of classes from neighborhood or special schools, and an interpretation. Summarized are comments from the teacher review board meeting. Results are discussed in terms of need for instruction, instructional effectiveness, design of the materials, content, sequencing, and test instruments. Results are seen to support the need for measurement instruction, with major changes being made in the sequencing of instruction and revision of the test. Appended are a description of the pilot-test version of the length unit, the pilot- test questions, a sample evaluation form, classroom observation forms, a description of the revised version of the measurement of length unit, and the revised length unit test. (DB)

ABSTRACT 467

EC 08 0467 ED N. A.
Publ. Date Jul 75 8p.
Bracey, Susan.
And Others.
The Effects of a Direct Phonic Approach in Teaching Reading with Six Moderately Retarded Children: Acquisition and Mastery Learning Stages.
Slow Learning Child; V22 N2 P83-90 Jul 1975

Descriptors: Trainable Mentally Handicapped*; Reading Skills*; Program Effectiveness*; Exceptional Child Research; Mentally Handicapped; Institutionalized (Persons); Basic Reading; Operant Conditioning; Phonics;

Measured were the effects of a direct phonic approach in teaching reading to six moderately retarded institutionalized children. Ss were given 15-to 30-minute highly structured instruction sessions in which token reinforcements were earned for both group and individual responses. Analysis of pre- and posttest data indicated significant improvement in the skill areas of blending sounds, and reading sounds. (CL)

ABSTRACT 444

EC 08 0444 ED N. A.
Publ. Date Nov/Dec75 4p.
Brubeck, Thomas.
Growing.
American Rehabilitation; V1 N2 P26-29 Nov/Dec75

Descriptors: Exceptional Child Education; Mentally Handicapped*; Young Adults; Program Descriptions; Prevocational Education*; Vocational Education*; Horticulture*;

Maryland's Melwood Horticultural Training Centers teach basic survival skills, responsibility, appropriate work habits and specific vocational skills (including greenhouse and landscaping work) to 140 trainable and educable mentally retarded young adults. Job placement, residential services, and recreational opportunities are also offered at the training sites. Horticultural therapy has been used in such other facilities as The Sunland (Florida) Training Center and the Massachusetts Correctional Institution in Bridgewater. (CL)

ABSTRACT 384

EC 08 0384 ED N. A.
Publ. Date Oct 75 6p.
Knowles, Claudia.
And Others.
Project I CAN: Individualized Curriculum Designed for Mentally Retarded Children and Youth.
Education and Training of the Mentally Retarded; V10 N3 P155-160 Oct 1975

Descriptors: Trainable Mentally Handicapped*; Adapted Physical Education*; Diagnostic Teaching*; Curriculum Guides*; Exceptional Child Education; Mentally Handicapped; Program Descriptions;

Identifiers: Project I CAN;

Described is the I CAN program, an individualized diagnostic prescriptive approach to physical education with preprimary, primary, and secondary trainable and severely retarded students. It is explained that performance areas (aquatics, body management, fundamental skills and health fitness) are broken down into such components as modules, performance objectives, enabling objectives, and teaching cues. Analyzed is the relationship of I CAN to the physical education teaching model, and discussed are the format and design of the I CAN curriculum materials. (CL)

ABSTRACT 383

EC 08 0383 ED N. A.
Publ. Date Oct 75 4p.
Cormany, Robert B.
A Careers Unit for the Junior High EMR Student.
Education and Training of the Mentally Retarded; V10 N3 P151-154 Oct 1975

Descriptors: Educable Mentally Handicapped*; Career Education*; Vocational Interests*; Work Attitudes*; Exceptional Child Research; Mentally Handicapped; Junior High Schools; Prevocational Education; Program Effectiveness;

Forty-six junior high school educable

retarded students participated in a 10-lesson careers unit in which they were exposed to specific occupational information. Results of pre-and posttests on the Picture Interest Inventory and the Career Maturity Inventory, and of a questionnaire completed at the unit's conclusions indicated that the Ss' attitudes increased in realism although their pattern of interests remained fairly constant. Student and staff reactions suggested that the unit was a beneficial additive to the educational program. (CL)

ABSTRACT 381

EC 08 0381 ED N. A.
Publ. Date Oct 75 6p.
Sengstock, Wayne L.
And Others.
Considerations and Issues in a Drug Abuse Program for the Mentally Retarded.
Education and Training of the Mentally Retarded; V10 N3 P138-143 Oct 1975

Descriptors: Mentally Handicapped*; Drug Abuse*; Drug Education*; Teacher Role*; Exceptional Child Education; Motivation;

The authors discuss motivational forces, reasons for program failure, and the role of the educator in a drug abuse program for the mentally retarded. (CL)

ABSTRACT 366

EC 08 0366 ED 115 006
Publ. Date 35p.
Mendola, Chris.
And Others.
JESSE of Marion County: Job Employability Skills for Special Education: "A Tenderfoot-Tryout for Teachers in Secondary EMR."
Marion County School Board, Ocala, Florida.
EDRS mf;hc

Descriptors: Educable Mentally Handicapped*; Secondary Education*; Teaching Guides*; Special Education*; Vocational Education*; Exceptional Child Education; Mentally Handicapped; Instructional Materials; Demonstration Projects; Industrial Arts;

Identifiers: Job Employment Skills for Special Education;

Instructions are presented for students and teachers in secondary educable mentally retarded programs for building learning shelves as part of the JESSE (Job Employment Skills for Special Education) project. Outlined are workshop objectives, equipment and materials needed, and areas of evaluation. Forms are provided which include an evaluation sheet of employment skills. Detailed diagrams are given for shelf construction. Listed are information on printed and audiovisual educational materials, related vocabulary words, and curriculum skills correlated with project tasks. (SB)

ABSTRACT 320

EC 08 0320 ED N. A.
Publ. Date Nov 75 11p.
Christensen, Donald E.
Effects of Combining Methylphenidate and a Classroom Token System in Modifying Hyperactive Behavior.
American Journal of Mental Deficiency; V80 N3 P266-276 Nov 1975

Descriptors: Mentally Handicapped*; Hyperactivity*; Operant Conditioning*; Drug Therapy*; Program Effectiveness*; Exceptional Child Research; Childhood; Adolescents; Institutionalized (Persons); Behavior Change;

The combined effects of methylphenidate (Ritalin) and a token reinforcement program in controlling the classroom behavior of 16 hyperactive, institutionalized retarded youngsters (9 to 15 years old) were investigated. A within-subject, placebo- controlled, double-blind design was employed. The results indicated that the behavior modification procedures in the presence of placebo medication produced significant increases in work oriented behavior and related decreases in disruptive behavior. Few effects from the addition of active medication to the treatment program were found on any of the dependent measures. The findings suggested behavior modification to be a viable alternative to drug therapy for hyperactivity in retarded persons. (Author)

ABSTRACT 295

EC 08 0295 ED 113 911
Publ. Date Oct 74 39p.
Krus, Patricia H.
And Others.
The Formative Evaluation Design of the Vocabulary Development Project.
University of Minnesota, Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf;hc
Occasional Paper 31.

Descriptors: Educable Mentally Handicapped*; Material Development*; Instructional Materials*; Evaluation Methods*; Exceptional Child Research; Elementary Secondary Education; Evaluation;

Described are the formative evaluation procedures used to assess materials to teach educable mentally retarded children concepts and skills in the areas of money, measurement, and time. It is explained that formative evaluation refers to assessment of an instructional product during its development, in order to identify ways in which the materials can be modified. Four stages of the overall project evaluation plan are outlined. Aspects of the formative evaluation design focused on include the six instructional variables assessed, such as instructional effectiveness; and the sources of input, such as a teacher review board. Appended is a sample evaluation form for teacher use. (LS)

ABSTRACT 269

EC 08 0269 ED N. A.
Publ. Date Nov 75 4p.
Hedrich, Vivian.
Training the Mentally Retarded: A Progress Report.
American Education; V11 N9 P10-13 Nov 75

Descriptors: Exceptional Child Education; Handicapped Children; Mentally Handicapped; Mongolism*; Preschool Education; Program Descriptions*; Parent Role*; Teacher Education;

The University of Washington's Model Preschool Center for Handicapped Children provides structured educational services to approximately 190 children with a wide range of problems, including more than 60 Down's syndrome children. The program offers individualized instruction for the children, counseling and training for the parents, and outreach and training for undergraduate and graduate students, teachers, paraprofessionals, and parents. (CL)

ABSTRACT 121

EC 08 0121 ED 113 881
Publ. Date Sep 75 14p.
Pomerantz, David J.
Manual Skill Training of Retarded Children.
EDRS mf;hc
The American Association for the Education of the Severely/Profoundly Handicapped Review; Volume I, Issue 1.

Descriptors: Trainable Mentally Handicapped*; Prevocational Education*; Job Skills*; Exceptional Child Research; Severely Handicapped; Mentally Handicapped; Childhood; Teaching Methods; Program Effectiveness;

In an ongoing pilot study, training procedures previously found successful with moderately and severely retarded adolescents and adults have been adapted to teaching trainable retarded children (6, 8, and 10 years old) to assemble a 14-piece coaster brake. Modifications in the carefully detailed task analysis approach have included the need for new formats and feedback strategies. Preliminary data indicate a slow but regular rate of progress in the Ss' skill acquisition. (CL)

ABSTRACT 112

EC 08 0112 ED 112 623
Publ. Date 75 36p.
Gromme, Roy O.
Me and My Environment: Formative Evaluation Report Four. Assessing Student Abilities and Performance: Year Two.
Biological Sciences Curriculum Study, Boulder, Colo.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf;hc

Descriptors: Educable Mentally Handicapped*; Curriculum Evaluation*; Instructional Materials*; Program Effectiveness*; Student Evaluation*; Exceptional Child Education; Mentally Handicapped; Secondary Education; Curriculum Design; Teaching Methods; Ecology; Biology; Drug Education; Skill Development;

Identifier: Me and My Environment;

Presented is the fourth in a series of formative evaluation reports on "Me and My Environment," a 3 year environmental sciences program for 13-16 year old

educable mentally handicapped (EMH) children. The rationale and standards for monitoring instructional effectiveness are explained, and student performance is reported on field tests of items assessing instruction in Units 1 ("Exploring My Environment"), 2 ("Me as a Habitat"), and 3 ("Energy Relationships in My Environment"). Described is a small scale field test in which techniques of observing, describing, comparing, and ordering objects were taught to 14 EMH students through the use of stereograms and viewers. Discussed are the implications for curriculum development of a survey of 235 EMH adolescents concerning their attitudes toward and use of tobacco, alcohol, and unprescribed drugs. Four abstracts of studies on the functional abilities of EMH students are provided, and comments are offered relating findings about cognitive abilities and students' manipulative skills to curriculum development. (For related information, see EC 06 1290-3, and EC 07 1063.) (LH)

ABSTRACT 64

EC 08 0064 ED N. A.
Publ. Date Oct 75 4p.
Goldman, Edward R.
A State Model for Community Services.
Mental Retardation; V13 N5 P33-36 Oct 1975

Descriptors: Mentally Handicapped*; Delivery Systems*; Models*; Cost Effectiveness*; Exceptional Child Services; Conceptual Schemes; State Programs; Educational Accountability; Community Programs;

A model is offered for a state service delivery system for mentally retarded persons which eliminates the competition for funds and clients and places accountability in a client decision agency. It is explained that the client decision center would serve as a clearinghouse and diagnostic screening point and would select options based on needs and cost benefit ratios. Among the advantages attributed to the model are a stronger political position, and a greater amount of flexibility in service options. (Author/CL)

ABSTRACT 54

EC 08 0054 ED 112 615
Publ. Date Jan 75 38p.
Zweig, Herbert M.
Interdisciplinary Team Functioning: A Case Team Approach to Habilitation in a Residential Facility for the Mentally Retarded.
Willowbrook State School, Staten Island, N.Y.
EDRS mf;hc

Descriptors: Mentally Handicapped*; Interdisciplinary Approach*; Residential Programs*; Information Systems; Exceptional Child Services; Models; Conceptual Schemes;

Detailed are the functions, structure, and relationship to data gathering systems of an interdisciplinary team habilitation approach in a residential center for mentally retarded persons. Deficiencies of the system currently in operation at Willowbrook Developmental Center (New York) are reviewed. It is explained that suggested reorganization is based on the case team approach with each member designated case manager for certain residents. Stages of team functioning are described, and an individual case is traced through the four stages (case team assessment, treatment team consolidation, program implementation, and resident evaluation). Also considered are such implementation factors as provision for case review, participation by therapy aides on case teams, and strategies for phasing in the new system. (CL)

ABSTRACT 44

EC 08 0044 ED N. A.
Publ. Date 75 110p.
Choromanski, Frederick G.
Handbook for Secondary Learning Centers. Volume II: Programming.
Norwalk Special Education Department, Board of Education Administration and Services Center, 105 Main Street, Box 508, Belden Station, Norwalk, CT 06582

Descriptors: Exceptional Child Education; Learning Disabilities*; Mentally Handicapped*; Emotionally Disturbed*; Secondary Education; Educational Programs*; Records (Forms); Handwriting; Spelling; Mathematics; Reading; Remedial Instruction; Resource Centers*;

The second of a two volume handbook from Norwalk, Connecticut, for learning centers for learning disabled, emotionally disturbed, and mentally retarded students at the secondary level focuses on programing. Among forms included are program and progress forms to assess such skills as reading comprehension, oral reading, counting concepts, subtraction, multiplication, decimals, money concepts, percentage, problem solving, and handwriting. Also provided are forms used in the specific remediation of auditory and visual skills, social studies, science, and the career education instructional sections are diagnostic criteria, lists of materials, teaching principles, and suggested activities. (For Volume I, see EC 08 0043.) (DB)

ABSTRACT 43

EC 08 0043 ED N. A.
Publ. Date 75 101p.
Choromanski, Frederick G.
Handbook for Secondary Learning Centers. Volume I: Planning.
Norwalk Special Education Department, Board of Education Administration and Services Center, 105 Main Street, Box 508, Belden Station, Norwalk, CT 06852

Descriptors: Exceptional Child Education; Learning Disabilities*; Mentally Handicapped*; Emotionally Disturbed*; Secondary Education; Definitions; Program Planning*; Student Placement; Identification; Records (Forms); Glossaries; Guidelines; Resource Centers*;

The first of a two volume handbook from Norwalk, Connecticut, on learning centers for learning disabled, emotionally disturbed, and mentally retarded students at the secondary level focuses on program planning. Definitions are provided for learning disability, mental retardation, and emotional disturbance, with associated guides to identify behavioral characteristics. Among forms and charts included are a flow chart of special education services, the referral card, a code guide to exceptionalities, a parent conference summary form, a check list for the diagnostic folder, the monthly report, student roster, learning center student information profile sheet, a listing of duties of an instructional aide, and a volunteer summary form. Also included are guidelines for room arrangement, diagnostic testing, basic tenets of behavior modification, the class meeting, and alternative classroom techniques. Additionally provided are a glossary of approximately 160 special education terms and a bibliography. (For Volume II, see EC 08 0044.) (DB)

ABSTRACT 39

EC 08 0039 ED 112 614
Publ. Date 369p.
Henry, Joan.
Specialized Vocational Training Program Development.
Bristol Township School District, Pa.
EDRS mf;hc
Final Report.

Descriptors: Educable Mentally Handicapped*; Curriculum Guides*; Prevocational Education*; Nonprofessional Personnel*; Exceptional Child Education; Mentally Handicapped; Final Reports; Job Skills; Home Economics; Child Care; School Services;

Identifier: Pennsylvania (Bristol);

The final report of the Bristol Township School District (Pennsylvania) training program for the educable mentally retarded presents instructional units for the areas of preschool education, child care, shipping and receiving, maintenance and food services. It is explained that the project uses school service personnel to supervise students in vocational training situations within the school. Classroom teachers are said to use the manual to help students understand the roles of service personnel. Each unit is color coded and contains daily lesson plans with information on general concepts, behavioral objectives, readiness experiences, learning experiences, and student activities. Also provided are separate student activity sheets which can be reproduced for classroom use. Examples of lessons are awareness of body parts and safety on the playground (teaching the preschooler unit); growth and development in early childhood (child care unit); safety aspect of lifting and stacking procedure (shipping and receiving unit); using a time card and ordinary outside house maintenance (maintenance unit); and kitchen equipment (food services unit). (CL)